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FULA BASIC COURSE.

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THIS BEGINNING COURSE IS AN INTRODUCTION TO FULA (KNOWN VARIOUSLY AS FULANI, FUL, PEUL, OR PHEUL), A NIGER-CONGO LANGUAGE SPOKEN THROUGHOUT THE GRASSLAND AREAS OF WEST AFRICA FROM THE ATLANTIC TO CAMEROUN. THE TEXT IS ONE OF A SERIES OF SHORT BASIC COURSES IN SELECTED AFRICAN LANGUAGES BEING PREPARED BY THE FOREIGN SERVICE INSTITUTE. IT IS DESIGNED TO PROVIDE THE BASIC GRAMMATICAL STRUCTURES LIKELY TO BE NEEDED EARLY IN THE STUDENT'S EXPERIENCE WITH FULA, PLUS A MORE GENERALIZED "FEEL" FOR THE STRUCTURE OF THE LANGUAGE, IN THE CONTEXT OF A LIMITED VOCABULARY LIKELY TO PROVE USEFUL IN EVERYDAY SITUATIONS. THE FORMAT CONSISTS OF 40 UNITS, THE FIRST 20 OF WHICH PRESENT MOST OF THE GRAMMATICAL EXPOSITION AND MANIPULATIVE DRILL MATERIAL, WITH REVIEW UNITS INCLUDED. THE REMAINING UNITS CONTAIN LESS GRAMMATICAL EXPLANATION AND DRILL, BEING DEVOTED TO DIALOGUE AND NARRATIVE TEXTS, WITH RELATED EXERCISES. THE INTRODUCTION PROVIDES A BRIEF DESCRIPTION OF THE LANGUAGE AND ITS SPEAKERS AS WELL AS DIRECTIONS TO THE INSTRUCTOR FOR PRESENTING THE DIALOGUES, DRILLS, AND TAPE RECORDINGS. THE GLOSSARY SECTION PROVIDES AN EXPLANATION OF THE CONVENTIONS EMPLOYED IN THE GLOSSARY, WHICH LISTS WORDS USED IN THE TEXT ACCORDING TO ROOT AND DERIVED FORMS. THIS TEXT IS ALSO FOR SALE FOR $2.75 BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (AM)

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FULA

BASIC COURSE

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LLOYD B. SWIFT KALILU TAMBADU
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FOREIGN SERVICE INSTITUTE

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DEPARTMENT OF STATE

PREFACE

Fula (also known as Peul, Fulani, etc.) is widely spoken throughout the grassland areas of West Africa from the Atlantic to Cameroun. It has been extensively studied by scholars interested in its linguistic structure or in the ethnography and culture of its speakers. Few of these studies are of much assistance to the beginning student of the language. The present brief introduction to the essentials of Sene-Gambian Fula is designed to provide the basic grammatical structures likely to be needed early in the student's experience with Fula, plus a more generalized 'feel' for the structure of the language, in the context of a limited vocabulary, likely to prove useful in everyday situations.

This text is one of a series of short Basic Courses in selected African languages being prepared by the Foreign Service Institute under an agreement with the United States Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act.

The linguist in charge of the project has been Lloyd B. Swift, Chairman of the Department of Near Eastern and African languages. Fula texts, drill sentences and vocabulary were provided and checked, and the tapes voiced by Kalilu Tambadu, Language Instructor. Major assistance in the selection of dialog situations, their elicitation, the construction of drills and the tape recording of the text has been provided by Paul G. Imhoff, Scientific Linguist. The tapes were recorded in the language laboratory of the Foreign Service Institute under the direction of Gabriel Cordova.

H E Sollenberger

Howard E. Sollenberger, Dean
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INTRODUCTION

The Fula Language and People

Fula (variously also called, in European languages, Fulani, Peul, Poular, Toucouleur, Fulfulde) is the language of the Fulɓe (singular Pullo), cattle raising and farming peoples of Senegal, Gambia, Guinea, Mali, Niger, Nigeria, Cameroun and adjacent areas in other states. The people are generally referred to by the term applied to their language.

In none of the countries where they live do the Fula people form a majority. The principal concentrations are in the Fouta Toro and adjacent areas of Senegal, Mali and Gambia, in the Fouta Diallon area around Labe in Guinea, and in the Northern Region of Nigeria and adjacent parts of Niger and Cameroun. Smaller concentrations, primarily of cattle-herding Fulɓe, occur all across the Savannah areas of West Africa.

The Fulɓe are predominantly Muslim. In Nigeria they have a relatively recent history of political hegemony over other tribes. Many important leaders in Guinea, Northern Region of Nigeria, and Federal Nigeria,are Fulɓe.

The language is divisible into dialects on various bases. The principal dialects accord with the main concentrations of speakers, being the Fouta Diallon dialect of Guinea, the Senegambian dialects known to the French as Peul, the Fula of Massina in Mali, and the Eastern Fula dialects known generally as Fulani in Northern Nigeria, of which the speech of Adamawa is the best known.

The Language of this Manual

This book is based on the speech of Khalilu Tambadu, a Gambian, whose Fula is that of the Firdu Fulɓe, but contains a number of items akin to the Massina and Fouta Diallon dialects. His speech is quite generally representative of the Senegambian dialect of Fula. His speech also contains some usages,and borrowed words from English, which probably have little currency outside Gambia. Since he speaks little French, it is probable that French borrowings in his speech are items most general among Fula speakers over a fairly wide area. Efforts have been made to check especially items of vocabulary against existing glossaries and, where Mr. Tambadu accepted alternative forms, to use the form most widely attested in the literature. However, this process was not carried to the extreme of putting words in the mouth of the native speaker.

The student user of this manual should, of course, follow his instructor, even if his pronunciation, choice of vocabulary, or 'turn of phrase' differs from what appears on these pages. It is hoped that, even in dialect areas where major revisions are required to adapt these lessons to local speech, the format of the course may prove suggestive, and that, with appropriate substitutions to fit local usage, the dialogs, drills and narratives may be used.

Mr. Tambadu's speech is, of course, represented with complete accuracy only on the accompanying tape recordings of which the printed text is merely a transcription.

Structure of the Course

This course consists of forty numbered units, three review units, and a glossary.

The first twenty units have a review unit after each of the first three of four five-unit groups. This portion contains most of the grammatical exposition in the course and also the majority of the manipulative drill material. The remaining units (21-40) contain relatively little grammatical explanation and drill, being devoted to dialog and narrative texts with exercises mainly based upon them.

UNITS 1-20

Each unit in this section of the course contains the first two, and some, but not necessarily all, of the remainder of the following subdivisions, and all subdivisions are numbered, after the decimal point which follows the unit number (here symbolized 'n'), according to the following scheme.

n.0	Dialog (or other 'Basic Sentences')
n.1	Variation Drills on Basic Sentences (including certain new vocabulary)
n.2	Grammar Note
n.3	Drills on the grammar point of n.2
n.4	Grammar Note
n.5	Drills on the point of n.4
n.6	Grammar Note
n.7	Drills on the point of n.6
n.8	Narrative (commencing with Unit 8)
n.9	Questions and Topics for Discussion (commencing with Unit 7)

Thus, in general, the even-numbered subdivisions present lesson material and the odd-numbered subdivisions provide structured or relatively 'free' practice.

In Units 1-3 the notes and drills include matters of pronunciation. Thereafter they are primarily grammar, more narrowly defined.

The Dialog (n.0)

Each dialog consists of ten to fifteen short utterances. These are presented to the class at normal speed[1] by the instructor. The class (with books closed) repeats the utterances in imitation of the instructor, in chorus and individually, until the instructor is satisfied that each student can imitate him accurately and at normal speed. Under no circumstances should a student repeat a sentence after another student, but always after the instructor.

After the instructor is persuaded that each student can imitate him accurately, the students open their books and practice reading the transcription of the utterances. At this point the students encounter for the first time the English 'equivalents' given for each new word and for each sentence. If reading is not accurate at normal speed, further imitation of the instructor's rendition of the sentences is required until all students can read each sentence properly. Such further imitation is, again, done with books closed and books are opened only for attempts at reading without the instructor as a model.

When reading is accurate, books are again closed, and the instructor presents the dialog again, employing either or both of the following techniques to facilitate memorization.

1. The instructor takes one part and prompts the students, individually or collectively, as they attempt to recall the intervening sentences. If recall is partial or inaccurate, the sentences are again repeated by the students in imitation of the instructor.
2. Two (or more) students are asked to take the parts and recite the dialog with the instructor's prompting and assistance. A sentence is not left until the student rendition is accurate at normal speed.

   It is desirable that the class program be so arranged that a period of practice of the dialog with the tape recordings in the language laboratory intervenes between the first presentation and reading and the 'role-playing', which thus becomes a 'testing' of the students' control and memorization of the dialog.

These procedures are continued until each student can reproduce any or all the sentences of the dialog accurately at normal speed from memory.

---

[1] Normal speed is defined as no slower than the instructor would, in a matter-of-fact conversation, address another native speaker of Fula.

Orthographic Conventions Employed in Presenting Dialogs

In the n.0 portion of each unit, new words are presented as 'build-ups' above the sentences in which they occur. Familiar words occurring in new forms (not yet explained in the grammar notes) or in phrases which are likely to be incomprehensible for the student, are also included in the build-ups in the new forms or environments. Fula appears in the left-hand column and English to the right. The English glosses of build-up items are as 'literal' as possible, those of sentences in the dialog are generally less literal, approximating what might appear in a normal English sentence in the same context. In the English column parentheses, ( ) , enclose translation of items which occur in the Fula but for which a direct English translation is not needed, square brackets, [ ] , enclose portions required for a smooth English translation but not translating directly any particular part of the Fula. Thus, in general, a smoother English translation can be obtained by reading portions in square brackets and omitting those in parentheses. Where necessary, more literal translations are enclosed in single quotation marks within parentheses, (' .').

Use of the Tape Recordings of the Dialogs

On the tape recordings each dialog is recorded three times. The first recording, called 'Dialogue for Listening', is at normal speed without spaces or repetition. The student listens to this recording several times with his book open (of course, after the dialog has been introduced by the instructor as described above) and gets the general 'flavor' and meaning of the dialog exchange. He then proceeds directly to the second recording, called 'Dialog for Learning'. In this portion, each sentence is repeated and spaces are provided for student repetition.

This 'dialogue for learning' is used in two different modes, both with the student's book closed.

1. As a model for direct imitation. In this mode, each sentence is heard and repeated in the space following it. The second rendition of the sentence serves as reinforcement of the correct student repetition or as correction of the incorrect one, and as model for a second attempt to imitate correctly. This is the appropriate mode for memorizing the dialog.
2. As an aid to practicing the sequence. In this mode the student uses each sentence on the tape as his cue for production of the following sentence in the dialog. He says each sentence in the space before the voice on the tape says it, listens to the taped voice for confirmation or correction, repeats the sentence correctly in imitation of the taped voice and listens again. In the space following the second rendition of the sentence, he produces the next sentence in the dialog, etc.

The final recording of the dialog is called 'Dialogue for Fluency'. The sentences are recorded once each with spaces between. This recording is also used in two modes with books closed.

1. Repeating after the taped voice for increase in fluency.
2. Producing each sentence before the taped voice to test memorization.

After each dialog is thoroughly memorized it is often desirable to return to the Dialog for Listening and attempt to speak the dialog in unison with the taped voice, again with closed book.

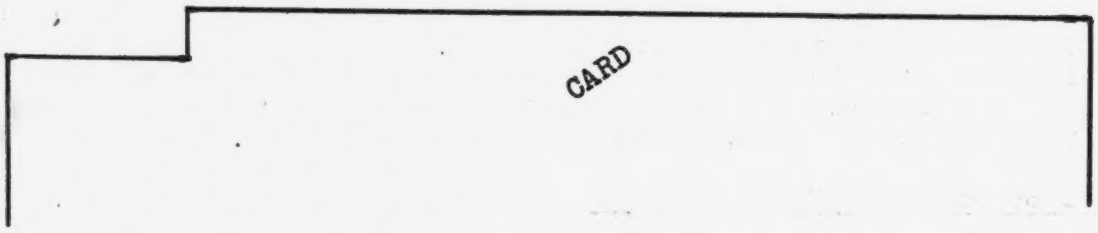
The Variation Drills (n.1)

These and the grammar drills are of a considerable variety. Basically the three techniques employed in drill are.

1. Substitution
2. Transformation
3. Response

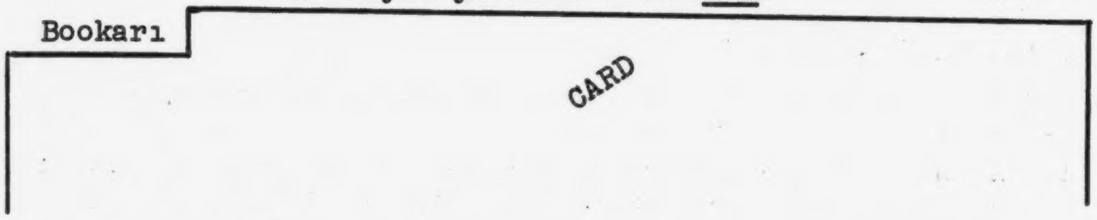
1. Substitution Drills are those in which a suffix, a word, or a phrase is presented by the instructor as a cue for the student to substitute into a previously presented pattern. In this text all substitution drills are presented in two columns, headed Cue and Pattern, with the word for which the substitution is to be made underlined in the pattern sentence. The purpose of this format is to enable the instructor in class(where the student books are, of course, closed) or the student working with the tapes or reviewing outside of class, to slide a notched card down the page, exposing the parts of the drill in order.

Thus, if the Simple Substitution Drill (a) of 3.1 is taken as an example, a card with a notch about one-fourth inch by one inch cut in the upper left-hand corner -



placed over the drill and slid downward, exposes first the pattern and first cue-

Cue	Pattern
	Mi wayri yaade to saaremaa.
Bookari	



next the correct response sentence with the substitution of Bookari for -maa, which is, in turn, the pattern for the next substitution, Demba -

Cue	Pattern
	Mi wayri yaade to saaremaa.
Bookari	Mi wayri yaade to saare Bookari.
Demba	

and so on -

Cue	Pattern
	Mi wayri yaade to saaremaa.
Bookari	Mi wayri yaade to saare Bookari.
Demba	Mi wayri yaade to saare Demba.
kawmaa	

In order to facilitate this procedure, each drill which is continued from one page to the next is printed with the last line from the previous page repeated at the top of the succeeding page. This sentence is not, of course, repeated on the tape recording.

There are three main types of substitution drills-

1. Simple Substitution Drills are those in which the cues are all substituted for the same grammatical item, usually in the very same position in the sentence. An example is 3.1 (a), given as the example above.

2. Progressive Substitution Drills are those in which the cues are to be substituted in order in different slots progressively from left to right (or, occasionally, from right to left). These are appropriate when, for some reason, the position at which a cue is to be substituted may not be immediately apparent to the student when the cue is supplied by the instructor.

3. Random Substitution Drills are those in which it is clear from the form of the cue where in the sentence it must be substituted and there is no particular order or progression through the sentence pattern.

Any of these drills may be complicated in any of three ways-

1. The cue may be presented in a 'citation' form requiring the student to select the form appropriate to the use in the pattern sentence presented. For example, the root of a verb may serve as cue for an inflected verb form. This procedure is called, in the early units, 'substitution-modification'. In later units no distinction is made between this and other substitution drills since by this time the student has become accustomed to modification and almost all drills are of this type.

2. A word or other form may be presented as a cue (written inside parentheses) which is intended not to be itself substituted in the pattern, but rather to signal the required substitution. For example, a personal pronoun as cue might signal the selection of the appropriate pronominal suffix for the same person.

3. The substitution of the cue may require the change of a form elsewhere in the sentence. This is known as a 'Substitution-Correlation Drill'. For example, the substitution of a plural for a singular subject may require a correlative change in the form of the verb.

Substitution Drills may also be combined with Transformation Drills or with Response Drills.

2. Transformation Drills are those in which a pattern is presented together with instructions for changing the sentence in some generalizable way. For example, a positive sentence may be presented with instructions to produce the negative 'equivalent'. Transformation Drills may generally also be done in reverse - using the right-hand column as Cue to trigger student response with the sentence of the left-hand column. Many of the Transformation Drills in this course are 'Substitution-Transformation Drills' in which a cue is first substituted into the left-hand pattern and then the pattern so produced is subjected to transformation in accordance with the instructions provided. In many cases these also may be done in several ways such as using the cue provided to substitute not into Pattern 1 but into Pattern 2, as well as the 'straight' transformation drills which can be done by ignoring the substitution cues and using the sentences of Patterns 1 and 2 as cues for the other transformation.

3. Response Drills are those in which a statement or question is presented as cue to the production of another sentence as response. The common form is a question, to which the response required is a positive or a negative answer - or a factual answer, if the question contains a 'question word'. However, other types of stimulus-response drills are also used. Response Drills are rigidly structured so that only one response is normally correct. Otherwise these would cease to be drills and become exercises.

Other types of drill also occur occasionally. Drills called 'Sample Sentence Drills' are used where student vocabulary and/or control of the grammar is insufficient to permit useful manipulation of the pattern. These drills consist simply of unrelated sentences illustrating the point. These are practiced as outlined below but are not 'operated' as are the structured drills.

Certain substitution drills are called 'Phrasal Substitution Drills'. In these, quite long parts of sentences are presented as cues for substitution. Otherwise they do not differ from other substitution drills.

An occasional 'Expansion Drill' occurs. In these the word or phrase presented as cue is not substituted but is added to the sentence. Thus, in an expansion drill the sentence starts short and is gradually built longer by the addition of more words or phrases.

Use of the Drills

Drills are normally done with students' books closed. The sentences of drills are presented, and repeated several times by the students in imitation of the instructor, until it is clear that the sentences are understood and accurately produced by each student. The extent to which such repetition of each sentence in a drill is required will, of course, depend on whether the differences between sentences within a drill are simple or complex, familiar to the students or unfamiliar, and the like. The instructor may wish to check student comprehension of the sentences from time to time by asking for a paraphrase or a translation, or by asking an appropriate question.

After there is no further doubt that all the sentences of a particular drill are comprehensible to and pronounceable by the students, the 'presentation' of the drill has been completed and the drill is 'operated'. That is, the pattern is presented followed by the first cue (for substitution drills), and a student (selected at random) is asked to perform the operation and to produce the required response. The first time through a drill the instructor may have each student repeat each correct response for extra practice before presenting the next cue. This also avoids the confusion which may occur if the new pattern is not clearly fixed for each student before he is asked to make a substitution into it. In all drill the instructor will take appropriate steps to see that the students are not 'solving puzzles' but are drilling quickly and accurately utterances which are completely comprehensible to them. The procedures of such drill should be sufficiently stereotyped that the technique does not get in the way of the learning process and the students' attention can continually be focused on the communicative value of the sentences they are being required to manipulate.

If the drill combines substitution with transformation or response, the production of the first student, incorporating the substitution, is itself cue for the second student's response. Generally it is advisable for the instructor to repeat the first student's response as cue for the next student (at least in the earlier units), to avoid the practicing of one student's mispronunciations by his classmates.

Most drills are designed with the last sentence identical with the first so that they may be continued circularly as long as necessary.

Use of the Tapes of Drills

A drill is normally done in class several times before the student does it with the tape recording. On tape the drills are recorded with cues for 'operation' and so should have been presented before the student first listens to the tape. Space is provided on the tape, however, for student repetition of the correct response after the taped voice has provided reinforcement (or correction) to the student's operation of the drill. The first time a drill is done with the tape, the student may be permitted to open his book and use a notched card (as indicated above) to present the patterns and cues visually as well as orally. A drill is, however, not done properly until it can be operated correctly with books closed.

The Grammar Notes (n.2, n.4, n.6)

These notes are intended to be read outside of class by the students and to be expounded, if necessary, by a linguistic scientist. Discussion of notes (in a European language) by native-speaking instructors is discouraged. Instructors should generally confine their role in presenting grammar to providing (in Fula) additional examples of the structures as required.

Since this course is, necessarily, circumscribed with regard to the breadth of vocabulary and of grammatical patterns presented for students to master as parts of their active repertories, a certain amount of the grammar presented in the notes represents patterns occurring in the dialogs, drills and narratives of this book, rather infrequently. This presentation is intended to equip the student to recognize the pattern when encountered and thus to prevent him from puzzled attempts to fit relatively infrequent forms into the framework of his own productive command of the language, rather than to provide him with an active command of such infrequent forms. Of course, no claim is made that the grammatical treatment is in any sense complete, either for the dialect here treated or, much less, for the language as a whole.

The Grammar Drills (n.3, n.5, n.7)

Grammar Drills are treated exactly as were the variation drills on Basic Sentences. Introduction of new vocabulary in grammar drills is rare.

The Narrative (n.8)

This is a short expository paragraph generally following closely the sequence of events in the dialog of the same unit. The narrative is normally drilled with closed books, sentence by sentence. Students may also be asked to retell the story, not necessarily in the identical words of the text. They are later allowed to open their books and to read with correct intonation and phrasing. Occasionally it may prove useful to ask students to retell the story changing the time or the person(s). A useful homework assignment may be to prepare to tell a similar story about some real or imaginary happening.

The Questions for Discussion (n.9)

These are generally of several types including 'Yes-No' questions, 'Or' questions, and 'Question-Word' questions. They often relate both to the subject matter of the dialog and/or that of the narrative and to the direct experience of the students. These are intended as conversation-starters rather than as response exercises only, and the subjects suggested by these questions should be pursued as far as student abilities permit. An imaginative instructor can easily supplement these questions with many more equally appropriate, but should take care not to venture outside the vocabulary and grammatical competence of his students.

Narratives and Questions for Discussion are not recorded and do not occur in the earliest units. They should occupy an increasing amount of class time as the units progress and as student ability to engage in meaningful narration and conversation increases.

The Review Units (Units R-1, R-2, R-3)

These units, which follow Units 5, 10, and 15 respectively, consist primarily of drills which are used like the drills in the regular units. In general these drills provide an opportunity to practice patterns which may have been drilled in an early unit, with the vocabulary which has appeared in intervening units. These units also contain short dialogs which are recombinations of previously learned items. These are intended to be suggestive of such recombinations and not necessarily to be memorized. Students should be encouraged during review to make other recombinations, but careful checking of such student 'oral composition' is necessary to prevent the practicing of errors or unprofitable translation from English or another native language of the student.

UNITS 21 - 40

These units are shorter, consisting principally of dialogs, narrative texts and exercises. They do contain, following the dialog, a few short variation drills, but these serve principally as a medium for the introduction and practice of new vocabulary items and as a sort of 'warm-up exercise ' before tackling the exercises proper.

An exercise is a practice which differs from a drill in that there may be more than one possible correct response to the stimulus provided. Exercises can be of a great variety, including response exercises, translation exercises and conversational exercises of various kinds. The commonest exercises in this part of the course are 'Directed Conversation Exercises'. These consist of a short narrative paragraph (in Fula at first and later in English) followed by a dialog. The narrative serves to 'set the scene' for the following dialog. One student reads only the narrative, carefully avoiding looking at the following dialog. He then attempts to play the prescribed role in the dialog with the instructor. or another student, (who is, of course, permitted to look at the printed dialog) taking the other part. This second student (or the instructor) 'directs' the conversation. Of course, he may have to depart from the printed 'script' as appropriate to the responses of the first student. After Unit 32 the narrative is in English, providing the student with some translation practice combined with the conversation.

Exercises are not recorded since there is no uniquely correct response which can be provided on tape.

The instructor, the students and the linguist (if any) will find these units far less 'structured' than the first twenty and thus more of a challenge to their ingenuity in using the materials provided in imaginative ways. In general all of the material should be considered as 'conversation starters'. Occasionally it may be desirable to return to manipulative drill over points inadequately grasped. The linguist or the instructor, or both, can easily construct such drills on the models provided in Units 1-20 but incorporating the enlarged vocabulary of later units.

THE GLOSSARY

The Glossary appears at the back of the book and is preceded by an exposition of the conventions used in listing the words.

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UNIT 1

1.0 Dialog: Morning Greetings

-Demba-

jam	peace, well being
waal[1]	pass the night
waali	passed the night
Jam waali.	Good morning. ('Peace has passed the night.')

-Samba-

tan/taŋ	only
Jam tan ↑	I'm fine.

-Demba-

kori/kor	hopefully
tana	trouble, something wrong
qalaa/qala	is not, no, not
Kori tana qalaa?	[I] hope nothing's wrong?

-Samba-

Jam tan ↑	O.K.

-Demba-

no	how?
neɗɗo [qo] (yimɓe)[2]	person
-maa/-maaɗa	your (sg.) (a suffix)
ɓe	(class marker for [ɓe] class)
No yímɓemaa ɓe?	How are your folks?

-Samba-

Jam tan ↑	Fine!

-Demba-

qáwa	OK, all right
mi	I

---

[1] Verbs are cited in the singular imperative form. This is the shortest form which clearly distinguishes different classes of verbs. In the largest number of verbs the imperative is identical with the root or base of the verb (as here). Singular imperative forms different from the root or base will be explained as they occur. A few verbs are not used in an imperative and these, too, will be explained as they occur.

[2] Nouns are cited in the singular, wherever one exists, with the corresponding plural in parentheses. If no plural occurs, empty parentheses following the singular indicate this. If no singular exists the fact is indicated by '(pl. only)' following the cited form. The class of the singular noun is indicated by the class pronoun in parentheses following the singular form.

wayru[1]	go a long time without...
wayri	have gone a long time without
ma	you (sg.) (obj. pronoun)
yiide[2]	to see (infinitive)
Qawa, mi wayri ma yiide.	Well, I haven't seen you for a long time.

-Samba-

qeeyi	yes
yaa	go
yahiino	had been
to, ton	there, to at
saare [nde] (caqe/saareeji)[3]	village
Bookari	(Proper name)
Qeeyi† mi yahiino, to saare Bookari.	Yes. I'd gone to Bookari's village.
qe/-e	with, and
ɓe	they, them
Kor tána qalaa qe ɓe?	I hope nothing is amiss with them.

-Demba-

Jam tan†	All fine.

1.1 Variation Drills on Basic Sentences (See the section in the Introduction entitled 'Use of Drills', pg.

a) Simple Substitution Drill

New words:

kaw/kawirawo	[qo]	(kawiraaɓe)	maternal uncle
miña/miñirawo	[qo]	(miñiraaɓe)	younger sibling
mawna/mawnirawo	[qo]	(mawniraaɓe)	older sibling
neene/neenirawo	[qo]	(neeniraaɓe)	mother
baaba/baabirawo	[qo]	(baabiraaɓe)	father

Note: The difference between the shorter and longer singular forms of these relationship terms is one of specific reference. Kaw, for example, is the general term for mother's brother while kawirawo refers to the person who stands in this relationship to a particular person. For this reason kawirawo will not normally occur except with a possessive suffix:

---

[1] The singular imperative of roots ending in two consonants has the vowel /u/ as a suffix.

[2] yiide is one of the verbs noted in footnote 1 which are not used in an imperative form. We here cite the infinitive since it, too, is distinctive, and is the form which occurs in the following sentence.

[3] Occasionally two plurals exist for one noun. In such cases usually the first plural will refer to a simple plurality of the items, the second to a plurality of types, varieties, or groups of the items. Thus caqe is 'villages' while saareeji might refer to groups of villages with different political or clan controls, etc.

kawirawomaa	'your (maternal) uncle'

or a possessor noun:

kawirawo Demba	'Demba's uncle'

Thus, the short forms are the ones employed for direct address:

Kaw!	'Uncle!'

Cue	Pattern
	Mi wayri ma yiide.
Bookari	Bookari wayri ma yiide.
Samba	Samba wayri ma yiide.
Demba	Demba wayri ma yiide.
neene	Neene wayri ma yiide.
kaw	Kaw wayri ma yiide.
miñirawomaa	Miñirawomaa wayri ma yiide.
mawnirawomaa	Mawnirawomaa wayri ma yiide.
mi	Mi wayri ma yiide.

b) Simple Substitution Drill

Cue	Pattern
	Mi yahiino saare Bookari.
Demba	Mi yahiino saare Demba.
Samba	Mi yahiino saare Samba.
-maa	Mi yahiino saaremaa.
yimɓemaa	Mi yahiino saare yimɓemaa.
kawmaa	Mi yahiino saare kawmaa.
neenemaa	Mi yahiino saare neenemaa.
baabamaa	Mi yahiino saare baabamaa.
miñirawomaa	Mi yahiino saare miñirawomaa.
mawnirawomaa	Mi yahiino saare mawnirawomaa.
Bookari	Mi yahiino saare Bookari.

c) Simple Substitution Drill

Cue	Pattern
	Mi yahiino saare Bookari.
Demba	Demba yahiino saare Bookari.
Samba	Samba yahiino saare Bookari.
kaw	Kaw yahiino saare Bookari.

	Kaw yahiino saare Bookari.
neene	Neene yahiino saare Bookari.
baaba	Baaba yahiino saare Bookari.
mi	Mi yahiino saare Bookari.

d) Simple Substitution Drill

New form: yaade to go (infinitive)

Cue	Pattern	
	Mi wayri yaade saare Bookari.	'I have been anxious to go to Bookari's village.'
Samba	Mi wayri yaade saare Samba.	
Demba	Mi wayri yaade saare Demba.	
-maa	Mi wayri yaade saaremaa.	
yimɓemaa	Mi wayri yaade saare yimɓemaa.	
kawmaa	Mi wayri yaade saare kawmaa.	
baabamaa	Mi wayri yaade saare baabamaa.	
neenemaa	Mi wayri yaade saare neenemaa.	
Bookari	Mi wayri yaade saare Bookari.	

e) Simple Substitution Drill

Cue	Pattern
	Mi wayri yaade saare Bookari.
Samba	Samba wayri yaade saare Bookari.
Demba	Demba wayri yaade saare Bookari.
kaw	Kaw wayri yaade saare Bookari.
neene	Neene wayri yaade saare Bookari.
baaba	Baaba wayri yaade saare Bookari.
mi	Mi wayri yaade saare Bookari.

1.2 Grammar Note: Order of Noun and Pronoun Objects of Infinitives

In the sentence: Mi wayri ma yiide. 'I longed to see you.' the infinitive yiide 'to see' has, as its object, the pronoun ma 'you'. When the object of an infinitive is a noun rather than a pronoun it follows the infinitive. A pronoun object may occur in either position.

Note the sentence: Mi yewtini yiide Demba. 'I longed to see Demba.'

1.3 Grammar Drill - Simple Substitution Drill

Cue	Pattern
	Mi wayri ma yiide.
Bookari	Mi wayri yiide Bookari.
yimɓemaa	Mi wayri yiide yimɓemaa.
Samba	Mi wayri yiide Samba.
Demba	Mi wayri yiide Demba.
saaremaa	Mi wayri yiide saaremaa.
saare Bookari	Mi wayri yiide saare Bookari.
yimɓemaa	Mi wayri yiide yimɓemaa.
kawmaa	Mi wayri yiide kawmaa.
miñirawomaa	Mi wayri yiide miñirawomaa.
mawnirawomaa	Mi wayri yiide mawnirawomaa.
neenemaa	Mi wayri yiide neenemaa.
baabamaa	Mi wayri yiide baabamaa.
ma	Mi wayri ma yiide.

1.4 Grammar Note - Reference Note on the Sound System of Fula and the Transcription here employed.

There is no generally accepted orthography for Fula. The Arabic writing system has been employed by educated Fulɓe but not, apparently, with any consistency. English, French and German writers about Fula have used transcriptions into Roman letters appropriate to their own national traditions.

In this book the following alphabet is employed:

a, b, mb, ɓ, c, d, nd, ɗ, ɗy, e, f, g, ŋg, h, i, j,
ñj, k, l, m, n, ñ, ŋ, o, p, q, r, s, t, u, w, y.

Signs unfamiliar to the average student are ɓ, ɗ, ñ, ŋ. The symbol q, while familiar, is used with a different value than in many other languages.

Fula has five vowel phonemes and these vowels have the following approximate equivalents in terms of general American pronunciation:

/i/ - short, similar to the ea of leak but shorter and unblided.
/ii/ - long, similar to the ea of bead but unglided. Lengthened /i/.
/e/ - short, varying from a sound similar to the ai of bait but unglided to a sound similar to the e of bet.
/ee/ - lengthened /e/.
/a/ - short, similar to o of hot.
/aa/ - lengthened /a/, similar to the a of father.
/o/ - short, similar to the o of note but unglided. Varies toward the a of bought.
/oo/ - long, similar to the oa of road, but unglided.
/u/ - short, somewhat between the oo of shoot and the oo of foot; unglided.
/uu/ - long, somewhat between the oe of shoe and the ou of should.

Note that long vowels differ from short ones primarily in actual length or duration, not in quality, and hence are symbolized by doubling the appropriate letter.

Consonants also occur either long or short. Long consonants are written with the letter doubled and are pronounced noticeably longer in actual duration than the corresponding short consonants.

Stops - sounds made by a closure of the oral cavity or the throat at some point followed by release with a certain amount of breath ('aspiration').

Point of closure:

	Labial	Dental	Palatal	Velar	Glottal
Voiceless	p	t	c	k	q
Voiced	b	d	j	g	
Pre-glottalized	ɓ	ɗ	ɗy		
Pre-nasalized	mb	nd	ñj	ŋg	

/p/ - much as in English (eg. pill).

/b/ - much as in English (eg. bill). Voiced 'equivalent' of /p/.

/ɓ/ - like no English sound. There is an initial closure of the glottis (vocal chords) followed immediately by a closure of the lips. Lowering of the glottis produces a lowering of mouth-cavity air pressure. Just before the release of the lip closure the glottal closure is relaxed producing voicing (vibration of the vocal chords) and, of course, permitting air to enter the mouth cavity, raising the pressure again. At the time of release the air pressure in the mouth may be slightly less than the outside air pressure producing 'implosion' - air entering through the lips. But the distinctive feature of the sound is the pre-glottalization rather than the implosion, which may be very minute. When this sound is long (/ɓɓ/) the additional length occurs while the full closures are in effect and the attack and release are almost identical with the short sound, but there is less liklihood of actual implosion.

/mb/ - prenasalized labial stop. While for practical pronunciation purposes there is no significant contrast between this and the sequence /m/ plus /b/, in the consonant alternation system of Fula and elsewhere this patterns as a single unit. The student will find pronunciation of this unit difficult only in initial position. The [m] is never syllabic.

/t/ - essentially the same as English /t/.

/d/ - voiced equivalent of /t/.

/ɗ/ - preglottalized dental stop. The process is similar to that described above for /ɓ/ save that the closure is made by the tongue against the alveolar ridge back of the upper teeth.

/nd/ - prenasalized dental stop. (See above for /mb/.)

/c/ - a voiceless palatal affricate stop - similar to the ch's in church.

/j/ - voiced equivalent of /c/, as the j and dg of judge.

/ɗy/ - preglottalized palatal stop. The process is similar to that described above for /ɓ/ but the closure is made with the blade of the tongue against the hard palate. When doubled this sound will be written ɗɗy in these materials, rather than ɗyɗy.

/ñj/ - prenasalized equivalent of /j/. (See above for /mb/.)

/k/ - much like English k in kill, varying to a sound like the c in cool.

/g/ - voiced equivalent of /k/, as in English gate or goon.

/ŋg/ - prenasalized equivalent of /g/. (See above for /mb/.)

/q/ - a glottal stop like that which occurs in general American English only initially before vowels but which can be heard in Brooklyn or Cockney pronunciation of tt in bottle or settle.

Continuants: Sound made by closure or partial closure but with air emitted continuously.

	labial	alveolar	palatal	velar	glottal
Voiceless	f		s		h
Voiced	w	l r	y		
Nasal	m	n	ñ	ŋ	

/f/ - much as English f in face.

/w/ - a glide, sometimes with slight bilabial friction, similar to w in well.

/l/ - a lateral, similar to l in lip.

/s/ - much as English s in some. Occasionally in initial position may be heard like s in sure.

/r/ - not like English /r/. A 'flap' made by striking the tip of the tongue on the alveolar ridge behind the upper teeth much like the t in the normal American pronunciation of water. Frequently 'trilled' or 'rolled' in syllable-final position, especially in slower speech.

/h/ - occurs only syllable-initially (as in English). Similar to h in hall, but often with more friction than in English.

/m/ - similar to m in many.

/n/ - dental - made with tongue behind upper teeth.

/ñ/ - not exactly like any English sound. Similar to ni of onion but farther back in the mouth.

/ŋ/ - like ng of sing. Unlike the English sound, occurs syllable initially as well as finally and before /g/.

/y/ - like y of yes or of say, occurring either syllable-initially or syllable-finally.

In addition the following symbols are employed here:

/ , / - indicates an optional pause without distinctive pitch changes associated with it.

/ ↑ / - indicates a pause with rise in pitch to or on the final syllable before the juncture.

/ ? / - indicates a question intonation, which is commonly a raising of the whole pitch pattern of the last part of the sentence. This symbol also appears at the ends of sentences employing question words or the question particle na. In such questions ? is merely an orthographic marker of the question and does not signal a certain intonation pattern.

/ . / - indicates a final juncture with obligatory pause and a downward intonation from the high pitch of the penultimate, ante-penultimate or, occasionally, an earlier syllable.

/ ´ / - indicates the occurance of 'phrase stress' (a phenomenon characterized by raised pitch and sometimes increased length of vowel and/or loudness) on a syllable other than that predictable by the rules outlined below in 3.6.

1.6 Note: Long and Short Vowels.

The five vowel phonemes of Fulla all may occur either short (here written with a single vowel letter, eg. /a/) or long (here written with two vowel letters, eg. /aa/).

The contrast between long and short vowels is sometimes the only difference between two different words. For example:

jaŋgo	'tomorrow'
jaaŋgo	'cold, cold weather'

but such 'minimal pairs 'are not very common and serve mainly to show clearly that length does function as a distinctive feature of the vowel system of the language.

In phrases there is a distinct phrasal stress or point of highest pitch in the intonation curve of the phrase. The syllable on which this phrasal stress occurs tends to be lengthened. Since the occurrence of this feature of length is predictable because it is associated with phrase stress, it is not indicated by lengthening the vowel in our transcription. Sometimes, of course, phrasal stress occurs on a vowel which is already long (as in the example above - mi jaaɓi where the phrasal stress is on the syllable jaa).

Since 'minimal pairs' are relatively rare, the drills below are not based on such contrasts but rather serve to give the student practice in making long and short vowels in a variety of environments.

1.7 Drill on Long and Short Vowels. (All pronunciation drills employ actual Fula forms which will occur later in the course. It is not necessary, however, for the student to know what they mean or how they are used. This forms are simply to be pronounced, for practice, in imitation of the teacher.)

a) /-a-/	vs.	/-aa-/
mayi		maayo
babbi		baaba
balɗe		baasi
ɓaŋ		ɓaawo
ɓandu		mbaalu
mbabba		daande
dauna		faalde
banda		haali
ɗam		laana
jaɓi		laari
ñalel		jaabi
wallude		ñaamri
tawo		waalde
lamɗam		waawi
wari		laawol
		maaro

b) /-a/	vs.	/-aa/
tuuba		wotaa
kaba		ñjahataa
banda		kaalaa
ka		kaa
kampama		gorkomaa
yaha		ñjiɗɗaa

c) /-e-/	vs.	/-ee-/
Demba		mbeewa
deftere		jeeɗiɗi
jelu		jeegom
gertogal		feere
hewde		teew
qenen		neene
teren		reedu

d) /-e/	vs.	/-ee/
pañe		ñȷaree
ñeɓɓe		keɓee
horde		ñȷahee
worɓe		ŋgaree

e) /-ı-/	vs.	/-ıı-/
yıɗde		yııde
Jıbel		fııde
fıttude		fııta
hırnaŋge		hıırande

f) /-ı/		/-ıı/
ndı		fıı
qaañı		dınıı
nanı		nıı

g) /-o-/	vs.	/-oo-/
hollı		hoolı
horde		hoore
ȷom		lootı
ñȷoɓdı		ȷoodo
dow		doole
qoɗon		sooɗı
goɗɗo		gooto
laawol		gooŋga
wonı		ȷoonı

h) /-o/		/-oo/
ȷoodo		ȷoo
bıro		yoo

ı) /-u-/	vs.	/-uu-/
fulɓe		ȷuulde
rullude		muusa
burı		tuubaako
huɓɓı		huuɓı
buse		mbuuɗu
bulu		suudu

ȷ) /-u/	vs.	/-uu/ (does not occur ın word-fınal posıtıon)
ȷelu		
ndu		
qaccu		
etc.		

UNIT 2

2.0 Dialog: Afternoon Greetings

	-Samba-	
ñallu[1]		pass/spend the day
ñalli		passed/spent the day
Jam ñalli.		Good afternoon.
	-Demba-	
Jam tan ↑		Greetings.
	-Samba-	
debbo [qo] (rewɓe)		woman, wife
No debbomaa?		How's your wife?
	-Demba-	
Jam tan ↑		O.K.
	-Samba-	
ɓeŋgu [ŋgu]		(collective noun - taking plural verb form) family (self, spouse and descendents)
No ɓeŋgumaa?		How's your family?
	-Demba-	
Jam tan ↑		Fine!
	-Samba-	
yo		may [he], let [him]
Qalla		God
yalla		may God
qokku		give
Yalla qókkur ɓe jam.[2]		May God give them peace.
	-Demba-	
qaamiin		amen!
Qaamiin.		Peace. Amen.

---

[1] The root of this verb is ñall. Active verbs the roots of which end in two consonants have the vowel /u/ added in the singular imperative form.

[2] The /r/ of qokkur is an 'applicative' verb extension, meaning approximately 'for the benefit of', the use of which will be explained later.

-Samba-

ɓiɗɗo [qo] (ɓiɓɓe)	child
yahi	has gone, has been going
jaŋgu	read, study, learn
jaŋgurdu [ndu] (jaŋgurduuji), qekol, [∅] (qekolaaji), qeskul [∅] (qeskulaaji)	school
jooni/joo	now, nowadays
Kori ɓiɗɗomaa yahi jaŋgurdu jooni?	I hope your child is going to school now.[1]

-Demba-

Qeeyi ↑ yahi jaŋgurdu.	Yes, [he]'s been going.

-Samba-

tuma	time, when, when?
qo	he/she
qar	come
qarata/qartaa	(which) will come ('relative' form)
Tuma qo qartaa?	When will he come? ('time [at] which he will come?')

-Demba-

jaŋgo [ŋgo] ( )	tomorrow
Jaŋgo.	Tomorrow.

2.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

Cue	Pattern
	No debbomaa?
ɓiɗɗo	No ɓiɗɗomaa?
Bookari	No ɓiɗɗo Bookari?
yimɓe	No yimɓe Bookari?
Demba	No yimɓe Demba?
saare	No saare Demba?
Samba	No saare Samba?
ɓeŋgu	No ɓeŋgu Samba?
-maa	No ɓeŋgumaa?

---

[1] Note that yahi 'has gone' is translated as a perfect form in the build-up but is used with jooni 'now' in this sentence with a present translation. The point is that the child has started to school (past action) and is still attending. If a non-perfective form were used in the Fula the sense would be 'is now going (en route) to school', which is not the sense intended.

	No ɓeŋgumaa?
yımɓe	No yımɓemaa?
Samba	No yımɓe Samba?
ɓıɗɗo	No ɓıɗɗo Samba?
Demba	No ɓıɗɗo Demba?
saare	No saare Demba?
-maa	No saaremaa?
kaw	No kawmaa?
Samba	No kaw Samba?
baaba	No baaba Samba?
Demba	No baaba Demba?
neene	No neene Demba?
-maa	No neenemaa?
debbo	No debbomaa?

b) Progressive Substıtutıon Drıll

Cue	Pattern
	No ɓeŋgu debbomaa?
Samba	No ɓeŋgu Samba?
yımɓe	No yımɓe Samba?
Bookarı	No yımɓe Bookarı?
saare	No saare Bookarı?
yımɓemaa	No saare yımɓemaa?
ɓıɓɓe	No ɓıɓɓe yımɓemaa?
Demba	No ɓıɓɓe Demba?
debbo	No debbo Demba?
Bookarı	No debbo Bookarı?
baaba	No baaba Bookarı?
Demba	No baaba Demba?
kaw	No kaw Demba?
debbomaa	No kaw debbomaa?
neene	No neene debbomaa?
Samba	No neene Samba?
ɓeŋgu	No ɓeŋgu Samba?
debbomaa	No ɓeŋgu debbomaa?

2.2 Note: Reference Note on Consonant Alternation.

Note the forms: debbo 'woman' rewɓe 'women'

The relationship between these forms is, like the relationship between the English equivalents, not a simple matter of the substitution of one suffix for another or the addition of something to make the plural. Woman and women differ by an internal vowel change; debbo and rewɓe differ by consonant changes and different suffixes. The consonant changes which these two forms exemplify are found in a large number of places in Fula -- both in the noun and pronoun morphology and in the verbal structure. It is impossible at this point to outline all grammatical conditions under which these alternations occur. But it is desirable to outline the alternations which take place.

f	alternates	with	p
s	''	''	c
h	''	''	k
q	''	''	g[1]
r	''	''	d
w	''	''	b or g[1]
y	''	''	j or g[1]

In addition, the voiced stops /b, d, j/ and /g/ alternate under certain circumstances with their prenasalized equivalents /mb, nd, ñj/ and /ŋg/. The voiceless stops /p, c/ and /k/ have no prenasalized equivalents.

These variations take place only in one direction, so to speak. That is to say that there exist roots with initial /k/ which have no forms with initial /h/ anywhere, regardless of the circumstances. Such a root is interpreted as having a 'basic' or root form starting with /k/. Others occur with /h/ in some forms and /k/ in others as determined predictably by circumstances. These are interpreted as having a 'basic' root form containing /h/ with /k/-forms as alternates. Similarly there exist forms with initial /b/ which have variants with /mb/ but none with /w/, while others show /w/, /b/ and /mb/. Thus this alternation is from fricative to stop to pre-nasalized, never the reverse.

From the above statements it is clear that the root underlying both debbo and rewɓe is a form rew. This is actually the root of the verb meaning 'to follow'.

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[1] The fact that /g/ occurs as an alternate of /w/, /q/ and /y/ is potentially confusing. Actually, these alternations behave slightly differently in the noun system and in the pronoun system. In practice, with rare exceptions, a verb root with /w/ followed by /a/, /i/ or /e/ alternates with /b/, one with /w/ followed by /o/ or /u/ alternates with /g/. Since /q/ in verbs always alternates with /g/, and /y/ in verbs never alternates with /g/ but always with /j/, there is less possibility of confusion than would at first appear.

Certain noun class suffixes (of which -ɓe is an example) are suffixed directly to the unchanged root, others (of which -o is an example) are suffixed only to a form of the root which has undergone one or both of the alternations outlined above.

Another area where consonant alternation occurs is in the verbal structure. In general, verbs with a plural subject occur with the consonant initial of the root altered (and pre-nasalized also where possible). Thus:

mi qari 'I came.' but ɓe ŋgari 'they came.'

However, at the eastern and western extremes of the Fula speaking areas (in Futa Diallon of Guinea and the Adamawa area of Nigeria and Cameroun) this alternation does not occur, and in some other dialect areas varies freely with the un-altered form. The student may hear both ɓe qari and ɓe ŋgari but is advised to practice the latter as more widespread and more difficult (hence more worthy of drill).

2.3 Grammar Drill on Consonant Alternation in Verbs with Plural Subjects

a) Simple Substitution-Correlation Drill

Cue	Pattern	(Alternative Verbal Form)
	Tuma qo qartaa?	(qarata)
ɓe	Tuma ɓe ŋgartaa?	(ŋgarata)
yimɓemaa	Tuma yimɓemaa ŋgartaa?	(ŋgarata)
ɓiɗɗomaa	Tuma ɓiɗɗomaa qartaa?	(qarata)
debbomaa	Tuma debbomaa qartaa?	(qarata)
ɓeŋgumaa	Tuma ɓeŋgumaa ŋgartaa?	(ŋgarata)
ɓe	Tuma ɓe ŋgartaa?	(ŋgarata)
qo	Tuma qo qartaa?	(qarata)
ɓiɓɓemaa	Tuma ɓiɓɓemaa ŋgartaa?	(ŋgarata)
Samba	Tuma Samba qartaa?	(qarata)
qo	Tuma qo qartaa?	(qarata)

b) Simple Substitution-Correlation Drill

Cue	Pattern
	Qo waali.
ɓe	Be mbaali.
mi	Mi waali.
yimɓemaa	Yimɓemaa mbaali.
neenemaa	Neenemaa waali.
ɓeŋgumaa	Beŋgumaa mbaali.[1]
Bookari	Bookari waali.

---

[1] Remember that /ɓeŋgu/ is plural.

	Bookarı waalı.
rewɓemaa	Rewɓemaa mbaalı.
ɓıɗɗomaa	Ɓıɗɗomaa waalı.
ɓe	Ɓe mbaalı.
qo	Qo waalı.

c) Sımple Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Qo yıyı saare Bookarı.
ɓe	Ɓe ñȷıyı saare Bookarı.
neenemaa	Neenemaa yıyı saare Bookarı.
mawnıraaɓemaa	Mawnıraaɓemaa ñȷıyı saare Bookarı.
baabamaa	Baabamaa yıyı saare Bookarı.
ɓıɓɓemaa	Ɓıɓɓemaa ñȷıyı saare Bookarı.
kawmaa	Kawmaa yıyı saare Bookarı.
rewɓemaa	Rewɓemaa ñȷıyı saare Bookarı.
mıñırawomaa	Mıñırawomaa yıyı saare Bookarı.
yımɓemaa	Yımɓemaa ñȷıyı saare Bookarı.
mı	Mı yıyı saare Bookarı.
qo	Qo yıyı saare Bookarı.

d) Random Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Korı ɓıɗɗomaa yahı ȷaŋgurdu ȷoonı?
Bookarı	Korı Bookarı yahı ȷaŋgurdu ȷoonı?
Demba	Korı Demba yahı ȷaŋgurdu ȷoonı?
saaremaa	Korı Demba yahı saaremaa ȷoonı?
yımɓemaa	Korı yımɓemaa ñȷahı saaremaa ȷoonı?
ɓe	Korı ɓe ñȷahı saaremaa ȷoonı?
ȷaŋgurdu	Korı ɓe ñȷahı ȷaŋgurdu ȷoonı?
qo	Korı qo yahı ȷaŋgurdu ȷoonı?
saaremaa	Korı qo yahı saaremaa ȷoonı?
Samba	Korı Samba yahı saaremaa ȷoonı?
ɓe	Korı ɓe ñȷahı saaremaa ȷoonı?
ȷaŋgurdu	Korı ɓe ñȷahı ȷaŋgurdu ȷoonı?
ɓıɗɗoma	Korı ɓıɗɗomaa yahı ȷaŋgurdu ȷoonı?

2.4 The 'Stop' Sounds.

As indicated above in 1.4, the stops of Fula include simple, pre-glottalized and pre-nasalized sets, as follows:

Simple:	Labial	Alveolar	Palatal	Velar	Glottal
Voiceless:	p	t	c	k	q
Voiced:	b	d	j	g	-
Pre-glottalized:	ɓ	ɗ	ɗy	-	-
Pre-nasalized:	mb	nd	ñj	ŋg	

The voiced-voiceless distinction of simple stops is quite similar to the English voiced-voiceless distinction and need not be extensively drilled. The voiceless members of these sets do not have any pre-glottalized or pre-nasalized analogs and hence no difficult contrast exists between them and other phonemes of Fula. The glottal voiceless stop, however, occurs with a wider distribution in the syllabic structure than does the glottal stop in general American English, and practice will be necessary.

Within the voiced sub-sets of phonemes the pre-glottalized and pre-nasalized members are new to most English speakers and the contrasts within these sets will require practice.

A. The glottal stop /q/.

This sound does not occur syllable-finally but precedes all five vowel phonemes in syllable-initial position, as in the words:

qa	'you (sg.)'
qe	'and'
qinde	'name'
qo	'he, she, this'
quddit	'open!'

In these examples /q/ is not only syllable-initial but also word-initial. In this position it does not differ from the occurrence of glottal stop word-initially in such English utterances as:

'Ah!'
'A.' (the letter or the word)
'It.'
'Oh!'
'Oo!'

In word-medial (but syllable-initial) position glottal stop is uncommon in English but relatively frequent in Fula. Examples are:

beqi	'goats'
taaqam	'mine'
muqen	'mine'

The drills, below, provide additional examples.

B. The Voiced Labial Stops /b/, /ɓ/, /mb/

Contrasts of these three phonemes in syllable-initial position before all five vowels are illustrated by the words:

/b-/		/ɓ-/		/mb-/	
baaba	'father'	ɓandu	'body'	mbaalu	'sheep'
beccal	'rib'	ɓe	'they'	mbeewa	'goat'
bimbi	'morning'	ɓiŋgel	'child'	mbiimi	'what I said'
bondo	'bad person'	ɓooyi	'spent a lont time'	mbomri	'girl'
buse	'butcher'	ɓuri	'exceeded'	mbuuɗu	'four shillings'

Between vowels the pre-nasalized stop behaves not as a unit but as two consonants belonging to two separate syllables.

/-b-/		/-ɓ-/		/-mb-/	
baaba	'father'	ɟaɓi	'agreed'	Demba	'Demba (P.N.)'

In final position /b/ and /ɓ/ occur but /mb/ does not, since here also it is a sequence of two phonemes and two consonants do not occur without a following vowel. Thus:

/-b/		/-ɓ/		but	/-mb/	
nab	'take'	yoɓ	'pay'		lumbu	'crossover'

The phonemes /b/ and /ɓ/ occur (medially) doubled but, of course, /mb/ does not.

/-bb-/		/-ɓɓ-/	
mbabba	'donkey'	ɓiɓɓe	'children'

See the drills (2.5 below) for further examples.

C. The Voiced Alveolar, Palatal and Velar Stops /d/, /ɗ/, /nd/; /ɟ/, /ɗy/, /ñɟ/; /g/, /ŋg/:

Examples:

/d-/		/ɗ-/		/nd-/	
dar	'stand'	ɗum	'it'	nden	'then'

/-d-/		/-ɗ-/		/-nd-/	
kadi	'too'	ɗiɗi	'two'	bonda	'cousin'

/-d/		/-ɗ/		--------	
fad	'wait'	waɗ	'do'		

/j-/		-ɗy-/		/ñj-/	
jam	'peace'	ɗyoɗy	'be wise'	ñjoɓdi	'payment'
/-j-/		/-ɗy-/		/-ñj-/	
leemunaaji	'limes'	fiɗyirde	'playing field'	kañja	'okra'
____		/-ɗy/		____	
		fiɗy	'play'		
____		/-ɗɗy-/		____	
		moɗɗyo	'good'		
/g-/		____		/ŋg-/	
gasi	'finished'			ŋgesa	'farm'
/-g-/		____		/-ŋg-/	
nogas	'twenty'			liŋgu	'fish'
/-g/		____		____	
jog	'have in hand'				
/-gg-/		____		____	
coggu	'cost'				

See the drills (2.5 below for further examples.

2.5 Drills on the Stop Sounds:

a) /b-/	vs.	/ɓ-/
baaba		ɓaawo
baali		ɓaŋ
baasi		ɓe
babbi		ɓeŋgu
balɗe		ɓawlude
biro		ɓirde
bonɗo		ɓiɗɗo
bool		ɓooyde
bulu		ɓuuɓde
bui		ɓuri

b) /b-/	vs.	/mb-/
babbi		mbabba
balɗe		mbaldi
barakin		mbaroodi
boobo		mbo
buse		mbuuɗu

c) /-b-/	vs.	/-ɓ-/
tuuba		fuiɓe
nebam		heɓi
tuubaako		jaɓi

d) /-mb-/	vs.	/-mɓ-/
Samba		kamɓe
hombo		lamɓe
bimbi		yimɓe

e)	/-bb-/	vs.	/-ɓɓ-/
	babbı		faɓɓı
	debbo		woɓɓe
	ɗabbude		maɓɓe
f)	/-Cɓ-/	vs.	/-bC-/
	rewɓe		ȷaɓde
	fulɓe		ñȷoɓdı
	worɓe		huuɓde
	lamɓe		heɓde
g)	/d-/	vs.	/ɗ-/
	daande		ɗaanı
	dınıı		ɗıɗı
	def		ɗe
	dur		ɗum
	domoda		ɗomdude
h)	/-d-/	vs.	/-ɗ-/
	bırdugal		mbuuɗu
	kadı		ɓeɗo
	yııdaade		keɗam
	padı		seeɗa
	fada		daaɗe
l)	/d-/	vs.	/nd-/
	dınıı		ndı
	dur		ndu
	defı		nder
m)	/-dd-/	vs.	/-ɗɗ-/
	ladde		lıɗɗı
	quddıt		koɗɗo
	mboddı		goɗɗo
	hedde		
n)	/ȷ-/	vs.	/ɗy-/
	ȷom		ɗyoɗy
	ȷeŋgı		
o)	/-ȷ-/	vs.	/-ɗy-/
	doȷere		fıɗyı
p)	/-ȷȷ-/	vs.	/-ɗɗy-/
	guȷȷo		moɗɗyo
q)	/ȷ-/	vs.	/ñȷ-/
	ȷarga		ñȷarı
	ȷam		ñȷahı
	ȷoonı		ñȷottı
r)	/g-/	vs.	/ŋg-/
	gese		ŋgesa
	gooto		ŋgol
	galle		ŋgal
	gooŋga		ŋgo
s)	/-g-/	vs.	/-ŋg-/
	ȷeegom		peŋgu
	sago		ȷuŋgo

UNIT 3

3.0 Dialog: Morning Greetings (II)

	-Samba-	
Jam waali.		Good morning.
	-Jaawo-	
Jam tan ↑		Greetings.
	-Samba-	
No debbomaa?		How's your wife?
	-Jaawo-	
Jam tan ↑		Fine!
	-Samba-	
No kawmaa?		How's your uncle?
	-Jaawo-	
Jam tan ↑		Well!
	-Samba-	
No baabamaa?		How's your father?
	-Jaawo-	
Jam tan ↑		Fine!
	-Samba-	
hon-		what?, which? (interrogative prefix)
honno		how?
Honno Yompa?		How's Yompa?
	-Jaawo-	
wayru		go a long time without doing something
wayri		haven't... for a long time
Mi wayri yiide Yompa.		I haven't seen Yompa for a long time.
	-Samba-	
qa		you (sg.)
nan		hear
nanat		will hear
kibaaru [ndu] (kibaruuji)		news

-makko		his/her
Kori qa nanat, kibaaru baabamakko.		I trust you hear news of his father.
	-Jaawo-	
haal		talk, tell, speak
haali		has told
kam/-am		me (object pronoun form)
hunde [nde] (kulle)		thing, matter, affair
Debbomakko haalí kam, kullemakko.[1]		His wife has told me some things about him.
	-Samba-	
honɗum/hoɗum		what (thing)?
haalan		tell to
haalan		has told to
Honɗum qo haalaní ma?[1]		What has she told you?
	-Jaawo-	
wii		say
wiyi		said
heɓ		have
heɓi		has, have, obtain, happen
ligge [ŋge] ( )		work, job
moɗɗyude		to be good (infinitive)
moɗɗy-		(adj. root) good
Qo wiyi, Demba heɓi ligge moɗɗyo.		She said Demba has a good job.
	-Samba-	
bárakin		bless
Yallah barakin liggemakko.		May God bless his work.
	-Jaawo-	
Qaamiin.		Amen.
	-Samba-	
ñjáataa/ñjáhataa		(which) you will go (relative form)
ŋgesa [mba] (gese)		farm, field
Tuma ñjahataa, to ŋgesamaa?		When will you go to your farm? ('time [at] which you will go to your farm?')

---

[1] Note that the stress is on the /-í / of the verb before a pronoun object but not before a noun or infinitive.

-Jaawo-

si	if, when
jaɓ	agree, permit, accept, receive
Jaŋgo, si Qalla jaɓi.	Tomorrow, God willing.

-Samba-

min	I, as for me
miɗo	I am in (the process of...ing)
laar	look (for or at)
laaroy	go and look
laaroya	going to look for
gaynaako [qo] (qaynaaɓe)	shepherd
-qam	my (possessive pronoun suffix)
Mín, miɗo laaroya gaynaakoqam.	As for me, I'm going to look for my shepherd.

-Jaawo-

ñallen jam	good day ('Let's spend the day in peace').
Qawa, ñallen jam ↑	O.K. Goodbye.

-Samba-

Qaamiin.	Amen.

3.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

Cue	Pattern
	Mi wayri yaade to saaremaa.
Bookari	Mi wayri yaade to saare Bookari.
Demba	Mi wayri yaade to saare Demba.
kawmaa	Mi wayri yaade to saare kawmaa.
-makko	Mi wayri yaade to saaremakko.[1]
neenemaa	Mi wayri yaade to saare neenemaa.
yimɓemaa	Mi wayri yaade to saare yimɓemaa.
debbomaa	Mi wayri yaade to saare debbomaa.
ɓiɗɗomaa	Mi wayri yaade to saare ɓiɗɗomaa.
baabamaa	Mi wayri yaade to saare baabamaa.
miñirawomaa	Mi wayri yaade to saare miñiraawomaa.
mawnirawomaa	Mi wayri yaade to saare mawniraawomaa.
-maa	Mi wayri yaade to saaremaa.

---

[1] Note that -makko, 'his', though a possessive suffix like -maa 'your', has a stress on the penultimate like a noun possessor.

b) Progressive Substitution Drill

New words:	meŋ	we (he/they and I/we), us
	qon	you (plural)

Cue	Pattern	
	Mi wayri yiide debbomaa.	'It's a long time since I've seen your wife (and now I have that chance).'
qo	Qo wayri yiide debbomaa.	'He hasn't seen your wife for a long time. or He didn't see your wife for a long time.'
ɓiɗɗomaa	Qo wayri yiide ɓiɗɗomaa.	
ɓe	Ɓe mbayri yiide ɓiɗɗomaa.	
rewɓemakko	Ɓe mbayri yiide rewɓemakko.	
qon	Qon mbayri yiide rewɓemakko.	
kawmaa	Qon mbayri yiide kawmaa.	
meŋ	Meŋ mbayri yiide kawmaa.	
Samba	Meŋ mbayri yiide Samba.	
qa	Qa wayri yiide Samba?[1]	
neenemaa	Qa wayri yiide neenemaa?	
mi	Mi wayri yiide neenemaa.	
Demba	Mi wayri yiide Demba.	
qa	Qa wayri yiide Demba?	
yimɓemaa	Qa wayri yiide yimɓemaa?	
ɓe	Ɓe mbayri yiide yimɓemaa.	
baabamaa	Ɓe mbayri yiide baabamaa.	
qon	Qon mbayri yiide baabamaa?	
miñiraawomaa	Qon mbayri yiide miñiraawomaa?	
meŋ	Meŋ mbayri yiide miñiraawomaa.	
mawniraawomaa	Meŋ mbayri yiide mawniraawomaa.	
mi	Mi wayri yiide mawniraawomaa.	
debbomaa	Mi wayri yiide debbomaa.	

3.2 Note: Shift of root-final long vowel to vowel plus consonant before vowel-initial suffixes.

Verb Root:		Sentence:	
	yaa		Mi yahiino saare Bookari.
	wii		Qo wiyi Demba heɓi ligge moɗɗyo.

In these two examples we see that the verb root yaa becomes yah- before a vowel-initial suffix while the root wii becomes wiy- in the same circumstances.

---

[1] While it is, of course, possible to make a statement about the action of the second person singular, it is relatively rare. Second person singular subject sentences having the form of statements are more commonly spoken with a raised sentence intonation as questions and will be so treated in drills.

Roots without final consonant are rare and some scholars interpret these roots as being consonant-final, but losing such consonant before consonant-initial suffixes. By this analysis yah + de = /yaade/ etc. The evidence is actually conflicting - the root sometimes combining with various suffixes like a vowel-final root, sometimes like a consonant-final one. However, since no form such as *yah[1] occurs (the root of this verb occurring as a simple imperative is yaa), we prefer to interpret these roots as vowel-final with the vowel changing before vowel-initial suffixes. /a/ changes to /h/, /e/ and /i/ to /y/ and /o/ to /w/. No examples of /u/ in these circumstances are available. These verbs are few, the common examples being:

fii	'strike'	qo fiyi	'he struck'
wii	'say'	qo wiyi	'he said'
yaa	'go'	qo yahi	'he went'
yii	'see'	qo yiyi	'he saw'

3.3 Grammar Drills on Verbal Roots ending in Vowels

a) Progressive Substitution-Correlation Drill

Cue	Pattern	
	Qo yahí jooni.	'He has just now gone / He is gone now.'[2]
ɓe	Ɓe ñjahí jooni.	
wii	Ɓe mbiyí jooni.	
meŋ	Meŋ mbiyí jooni.	
yii	Meŋ ñjiyí jooni.	
qa	Qa yiyí jooni?	
yaa	Qa yahí jooni?	
mi	Mi yahí jooni.	
waal	Mi waalí jooni.	
ɓe	Ɓe mbaalí jooni.	
qar	Ɓe ŋgarí jooni.	
qon	Qon ŋgarí jooni?	
yaa	Qon ñjahí jooni?	
qo	Qo yahí jooni.	

---

[1] An asterisk placed before a form indicates that this form does not occur or is hypothetical or reconstructed rather than found in actual speech.

[2] Note the stress pattern in contrast to Qo yahi jooni (with 'normal' penultimate stress on the last word). The former is the normal pattern in answer to a matter-of-fact question such as 'Where is Yompa?'. The more 'normal' penultimate stress would actually emphasize the time and be appropriate to a question like 'When did he go?'

b) Random Substitution-Correlation Drill

Cue	Pattern	
	Qo yahi saare Bookari.	'He has gone to Bookari's village.'
ɓe	Ɓe ñjahi saare Bookari.	
yii	Ɓe ñjiyi saare Bookari.	
qa	Qa yiyi saare Bookari?	
wayr	Qa wayri saare Bookari?	
neenemaa	Neenemaa wayri saare Bookari.	
ɓe	Ɓe mbayri saare Bookari.	
yaa	Ɓe ñjahi saare Bookari.	
baabamaa	Baabamaa yahi saare Bookari.	
qo	Qo yahi saare Bookari.	

c) Random Substitution-Correlation Drill

Cue	Pattern	
	Qo yahi saare Bookari.	
ɓe	Ɓe ñjahi saare Bookari.	
neenemaa	Ɓe ñjahi saare neenemaa.	
qo	Qo yahi saare neenemaa.	
baabamakko	Qo yahi saare baabamakko.	
mi	Mi yahi saare baabamakko.	
wayr	Mi wayri saare baabamakko.	'I haven't been to his father's village for a long time.'
ɓe	Ɓe mbayri saare baabamakko.	
kawmaa	Ɓe mbayri saare kawmaa.	
qo	Qo wayri saare kawmaa.	
yaa	Qo yahi saare kawmaa.	

3.4 Note: The Active 'Infinitive' Verbal Noun.

Note the sentence: Mi wayri ma yiide. 'I've not seen you in ages.'

In this sentence the form yiide is an 'infinitive' and translates 'to see'.

The infinitive is formed by the addition of the suffix [-de], a noun class suffix, to the verb root. When the verb root has two consonants at its end a vowel /u/ intervenes between the root and the suffix. No sequence of three consecutive consonant phonemes is permitted in Fula.[1] Although this vowel /u/ is not part of the verb root (it does not occur in forms of the verb which have a suffix starting with a vowel), it does occur when the verb is used without suffix as an abrupt imperative. Note and use as a basis for a learning drill the following list of verbs from units 1-3 with their infinitive forms and their abrupt imperative forms:

---

[1] Unless one is a nasal compound like /nd/, /mb/, etc.

Root	Infinitive	Abrupt Imperative
waal	waalde	waal
yaa	yaade	yaa
ñall	ñallude	ñallu
qokk	qokkude	qokku
jaŋg	jaŋgude	jaŋgu
haal	haalde	haal
wii	wiide	wii
heɓ	heɓde	heɓ
moɗɗy	moɗɗyude	moɗɗyo[1]
barakin	barakinde	barakin
jaɓ	jaɓde	jaɓ

Certain verbs which have occurred are here omitted, either because they are not used as active verbs (passive and middle voice infinitives have different forms) or because they do not commonly occur in an infinitive form.

3.6 Reference Note: Phrase Stress

Fula is spoken, like English, in phrases of various lengths. At the end of each phrase there is a 'juncture.'

Junctures are of two types, optional-pause juncture, here marked by a comma and representing a place where the speaker may pause; and obligatory-pause junctures, here marked by / ↑ /, / ? / or / · / and representing a place where the speaker must, in fact, insert a pause - of whatever length.

Obligatory-pause junctures always and the optional-pause juncture whenever a pause actually occurs, are characterized by certain intonation or pitch patterns on the sequence of syllables preceding the juncture.

The regular intonation pattern preceding / , / ; / ? /; or / · / junctures is characterized by a raised pitch (and possibly also an increase in length and/or loudness) of a syllable before the last.[2] We here have chosen to call this syllable the 'stressed' syllable and to refer to the pitch and related characteristics of this syllable as 'phrase stress.'

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[1] This is a middle voice imperative: 'Be good!'

[2] The student should be particularly careful to distinguish between vowel length, which is characteristic of certain basic forms of Fula and may occur anywhere in a phrase, and phrase stress. Thus in the sentence: Jam waali. the phrase stress coincides with the length of syllable, while in: Debbomakko haali kam,.... the stress of the phrase is on the syllable /-i/, not on the long vowel. An English-tuned ear may tend to hear this length as phrase stress and not react to the definite pitch rise on the /-i/ syllable.

/?/ juncture differs from / , / or / . / juncture in having a generally higher pitch on the stressed syllable and also in having higher pitch on syllables before the stressed syllable. Thus the whole 'key' of the utterance up to the stressed syllable is raised before / ? / juncture. For example if we indicate pitch by lines:

qa nanat. is [qa nanat]

qa nanat? is [qa nanat]

The most characteristic feature of the pitch pattern preceding / ? / is that the step-up of pitch to the stressed syllable is less than before / . / and the entire register of these syllables is higher than before / . /. However, there is no difference in the rules regarding the location of the stressed syllable before / ? / and / . /.[1]

The particular syllable which will exhibit phrase stress depends on the grammatical structure of the last word or word-group in the phrase. A few examples will enable us to illustrate some useful generalizations about this:

A. 1. Jam $\overset{[\acute{}]}{\text{waa}}$li.

2. Mi wayri yaade saare $\overset{[\acute{}]}{\text{De}}$mba.

3. Kori qa $\overset{[\acute{}]}{\text{na}}$nat, kibaaru baaba$\overset{[\acute{}]}{\text{ma}}$kko?

4. Debbomakko haa$\overset{[\acute{}]}{\text{li}}$ kam, kulle$\overset{[\acute{}]}{\text{ma}}$kko.

The sentences of A exhibit phrase stress on the 'penultimate' (next-to-last) syllable. This may be established as in some sense the norm from which deviations require explanation.

B. 5. Mi ya$\overset{[\acute{}]}{\text{hii}}$no, to saare $\overset{[\acute{}]}{\text{Boo}}$kari.

The second phrase of B exhibits phrase stress on the antepenultimate (third from the end) syllable. This may be taken as a special case of the 'normal' penultimate stress which occurs when the final word of a phrase has a 'base' of more than two syllables. A base is definable as the root of the word with or without a noun class suffix or a verbal extension suffix but not including any other kind of suffix. In short the base is the shortest form of the 'word' which may be pronounced in isolation or in context.

The first phrase of B exhibits 'normal' penultimate stress. This three-syllable construct, yahiino, is not a base, since the forms yaa, the 'root' and yahi both occur in other contexts.

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[1] Note that here we are speaking of /?/ juncture as a phonemic entity. The orthographic question mark, ? , is used in these lessons not only to signal /?/ juncture but also at the end of sentences with question words or the question particle, which sentences do not show the higher pitch associated with /?/ juncture.

C. 6. No [ˊ]yimɓemaa ɓe?

7. Mi wayri yaade [ˊ]saaremaa.

The two sentences of C exhibit stress, earlier than the penultimate syllable. Neither saaremaa nor yimɓemaa ɓe is a base, since saare and yimɓe occur independently. Hence there must be something about the constructs here which is different from eg. yahiino. The suffix -maa 'your (sg.)' belongs to a class of monosyllabic pronoun suffixes the members of which do not affect stress. Similarly ɓe, which was defined as a 'class marker' belongs to a class of class markers, none of which affects the position of stress. Hence the phrase stress of these two sentences remains on the penultimate syllable of the stem to which such suffixes or class markers are appended.

D. 8. [ˊ]Tuma qo qartaa?

9. [ˊ]Honno Yompa?

The sentences of D show phrase stress placement in the sentence earlier that previous examples. The first words of these sentences are question words. Especially in short questions the stress is often on the question word but this is as variable as in English.

Compare: When did he come?
When did he come?

In general in these materials we will not mark stress on the interrogative word since either reading is possible. When the context demands emphatic stress on the interrogative, it will be marked.

E. 10. Yalla [ˊ]qokkur ɓe jam.

This sentence illustrates a form of a verb which we describe as an 'imperative'. This is the root or base of the verb without suffix. Imperatives are generally stressed.

With the range of sentence patterns available at this stage, no further useful generalizations can be illustrated. To round out the presentation, however, we may note that 'adverbial modifiers' which modify verbs and receive such translations as 'again', 'a little', 'too', etc., do not normally affect stress patterns.

The juncture / ↑ / is characterized by a high pitch on the immediately preceding syllable - a pitch which does not fall but may rise or 'lilt' upward slightly at the end.

Phrase stresses which do not conform to the generalizations given above are marked in these materials with the acute accent, / ´ /. Thus this symbol over the last syllable of a phrase means a high to low falling intonation pattern on the syllable. The stress symbol elsewhere in the phrase simply indicates phrase stress on the syllable so marked. Phrase stress which does not accord with the generalizations above is commonly to be construed as 'contrastive' or 'emphatic' stress, analagous to the stress on the articles in the English sentences.

'I asked for *a* book, not *the* book.'

Phrase stresses which *do* accord with the generalizations above are not marked in our materials.

UNIT 4

4.0 Dialog: Additional Afternoon Greetings

-Samba-	
Jam ñallen.	Good afternoon.
-Demba-	
Jam tan ↑	Greetings
-Samba-	
-mon/-moɗon	your (pl.)
No baabamon.	How's your father.
-Demba-	
Jam tan ↑	Fine.
qoɗon	you (pl.) are ----ing
Kori qoɗon nana kibaaru baabamon.	I hope you are hearing news of your father.
kono	but
sellu	be well
sellaani	is not well
Qeeyi↑ kono qo sellaani.	Yes, but he's not well.
-Demba-	
ko	it is, there is, what (is)?
mo	him, her, it (object pronoun)
Ko hoɗum heɓi mo?	What's wrong with him? 'What has gotten him?')
-Samba-	
koyŋgal [ŋgal] (koyde)	leg, foot
muus	suffer, be ill, hurt, ache
muusata	which hurts (relative form)
Ko koyŋgalmakko, muusata.	His leg is bothering him. ('It's his leg that hurts.')
-Demba-	
maa	or; one hopes
ɗum	thing, that, it
ɓur	surpass, exceed, improve, be greater than
ɓuri	has improved, is better, is greater than

seeɗa		a little, a bit, some
Maa ɗum ɓuri seeɗa?[1]		[I] hope it's gotten better.
	-Samba-	
Qeeyi↑ qo ɓuri jooni.[1]		Yes, he's better now.
Yalla qokkur mo jam.		May God give him peace.
	-Demba-	
No neenemaa?		How is your mother?
	-Samba-	
Neeneqam yahi saare Jibel.		My mother has gone to Jibel village.

4.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

New word: hiir 'spend the evening'

Cue	Pattern
	Jam waali.
ñallen	Jam ñallen.
hiiri	Jam hiiri.
ñalli	Jam ñalli.
mbaalen	Jam mbaalen.
kiiren	Jam kiiren.

b) Simple Substitution Drill

Cue	Pattern
	Mi sellaani.
ɓe	Ɓe cellaani.
qo	Qo sellaani.
Demba	Demba sellaani.
meŋ	Meŋ cellaani.
Samba	Samba sellaani.
qa	Qa sellaani?
mi	Mi sellaani.

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[1] Note that seeɗa is one of the adverbial modifiers mentioned in 3.6 which does not affect phrase stress. jooni also does not normally affect stress but in Unit 2 occurred the sentence: Kori ɓiɗɗomaa yahi jaŋgurdu joóni. in which jooni did receive a contrastive stress-hence the stress mark there.

c) Random Substitution Drill

New word: marse [0] (marseeji) 'market'

Cue	Pattern
	Kori ɓiɗɗomaa yahi jaŋgurdu jooni.
ɓiɓɓe	Kori ɓiɓɓemaa ñjahi jaŋgurdu jooni.
-mon	Kori ɓiɓɓemon ñjahi jaŋgurdu jooni.
saare	Kori ɓiɓɓemon ñjahi saare jooni.
yimɓe	Kori yimɓemon ñjahi saare jooni.
-maa	Kori yimɓemaa ñjahi saare jooni.
marse	Kori yimɓemaa ñjahi marse jooni.
debbo	Kori debbomaa yahi marse jooni.
rewɓemon	Kori rewɓemon ñjahi marse jooni.
jaŋgurdu	Kori rewɓemon ñjahi jaŋgurdu jooni.
ɓiɓɓe	Kori ɓiɓɓemon ñjahi jaŋgurdu jooni.
ɓiɗɗomaa	Kori ɓiɗɗomaa yahi jaŋgurdu jooni.

d) Simple Substitution Drill

Cue	Pattern
	Ko hoɗum heɓi mo?
kam	Ko hoɗum heɓi kam?
ɓe	Ko hoɗum heɓi ɓe?
meŋ	Ko hoɗum heɓi meŋ?
Demba	Ko hoɗum heɓi Demba?
neenemaa	Ko hoɗum heɓi neenemaa?
baabamon	Ko hoɗum heɓi baabamon?
ɓiɗɗomaa	Ko hoɗum heɓi ɓiɗɗomaa?
kawmon	Ko hoɗum heɓi kawmon?
mawnirawomaa	Ko hoɗum heɓi mawnirawomaa?
miñirawomaa	Ko hoɗum heɓi miñirawomaa?
debbomaa	Ko hoɗum heɓi debbomaa?
rewɓemakko	Ko hoɗum heɓi rewɓemakko?
ɓengumaa	Ko hoɗum heɓi ɓengumaa?
Bookari	Ko hoɗum heɓi Bookari?
Samba	Ko hoɗum heɓi Samba?
mo	Ko hoɗum heɓi mo?

e) Simple Substitution Drill

Cue	Pattern
	Ko koyŋgalmakko muusata.
-maa	Ko koyŋgalmaa muusata.
-qam	Ko koyŋgalqam muusata.
debboqam	Ko koyŋgal debboqam muusata.
baabaqam	Ko koyŋgal baabaqam muusata.
neenemaa	Ko koyŋgal neenemaa muusata.
ɓiɗɗomakko	Ko koyŋgal ɓiɗɗomakko muusata.
kaw Demba	Ko koyŋgal kaw Demba muusata.
mawnirawoqam	Ko koyŋgal mawnirawoqam muusata.
miñirawomaa	Ko koyŋgal miñirawomaa muusata.
Bookari	Ko koyŋgal Bookari muusata.
Samba	Ko koyŋgal Samba muusata.
Demba	Ko koyŋgal Demba muusata.
-makko	Ko koyŋgalmakko muusata.

f) Simple Substitution Drill

Cue	Pattern
	Maa ɗum ɓuri seeɗa?
qo	Maa qo ɓuri seeɗa?
ɓe	Maa ɓe ɓuri seeɗa?
qa	Maa qa ɓuri seeɗa?
qon	Maa qon ɓuri seeɗa?
koyŋgalmaa	Maa koyŋgalmaa ɓuri seeɗa?
baabamakko	Maa baabamakko ɓuri seeɗa?
neeneqam	Maa neeneqam ɓuri seeɗa?
kaw Samba	Maa kaw Samba ɓuri seeɗa?
mawnirawo Demba	Maa mawnirawo Demba ɓuri seeɗa?
miñirawo Samba	Maa miñirawo Samba ɓuri seeɗa?
debbomakko	Maa debbomakko ɓuri seeɗa?
ɓiɗɗoqam	Maa ɓiɗɗoqam ɓuri seeɗa?
Samba	Maa Samba ɓuri seeɗa?
Demba	Maa Demba ɓuri seeɗa?
ɗum	Maa ɗum ɓuri seeɗa?

g) Progressive Substitution Drill

Cue	Pattern
	Neeneqam yahi saare Jibel.
qo	Qo yahi saare Jibel.
jaŋgurdu	Qo yahi jaŋgurdu.
debbomaa	Debbomaa yahi jaŋgurdu.
marse	Debbomaa yahi marse.
ɓe	Ɓe ñjahi marse.
saare Bookari	Ɓe ñjahi saare Bookari.
ɓiɗɗoqam	Ɓiɗɗoqam yahi saare Bookari.
ŋgesamakko	Ɓiɗɗoqam yahi ŋgesamakko.
meŋ	Meŋ ñjahi ŋgesamakko.
saare Jibel	Meŋ ñjahi saare Jibel.
qon	Qon ñjahi saare Jibel?
saare Bookari	Qon ñjahi saare Bookari?
kaw Samba	Kaw Samba yahi saare Bookari.
marse	Kaw Samba yahi marse.
qa	Qa yahi marse?
jaŋgurdu	Qa yahi jaŋgurdu?
baabamaa	Baabamaa yahi jaŋgurdu.
ŋgesamakko	Baabamaa yahi ŋgesamakko.
neeneqam	Neeneqam yahi ŋgesamakko.
saare Jibel	Neeneqam yahi saare Jibel.

4.2 Note: Short-Form Subject Pronouns

While every noun class has a form, related to the class suffix, which functions as a pronominal substitute for a noun of that class, it is sufficient for present purposes to learn to use the personal pronouns for first and second persons and the pronouns of the singular and plural personal, [qo] and [ɓe] classes.

The short-form subject pronouns are as follows:

	Singular	Plural
1st person	mi	meŋ
2nd person	qa	qen (inclusive of speaker) qon (exclusive of speaker)
3rd person	qo	ɓe

The two forms of the second person plural are a source of potential confusion to the student. Qen refers to two persons - usually the person spoken to plus the speaker. This normally translates as 'you and I' or 'we' and, from an English point of view appears to be a first-person form including the person spoken to. However, from a formal point of view, qen patterns with qon as we can see above by the absence of the /m/ of first person forms. Other ways in which the second person inclusive forms pattern with other second person forms will become apparent as we progress.

Basically, the qen form is a 'dual' - between singular and plural - and is also, in a certain sense, between first and second person - including, normally one individual first person with one individual second person or with a group of second persons considered as a unit. In this usage qen occurs as subject in the Fula translation, of such sentences as 'You remember, last year, we went together to the lake.'

However, in certain contexts - especially with certain verbs such as qar 'come' - it is not likely that a speaker will inform a second person or a group of persons concerning their mutual action. In such situations qen is sometimes used to denote the speaker and one other participant in the action not the person spoken to.

Thus it can be seen that in most cases the form qen is best translated as 'we two' or 'the two of us' and that it has, in Fula, all the potential ambiguity associated with those translations in English.

It should further be noted that it is a second person plural inclusive form related formally to qen which is used in situations where, in English, the verb phrase 'let's ___' would occur to express a suggestion for action involving both speaker and person or group spoken to.

In practice, once qen has been used to show the inclusion of speaker as well as person spoken to, subsequent clauses or sentences in the same context may employ the first person plural meŋ to refer to the group's actions. In general meŋ is more common than qen and the latter is used to emphasize that the two persons are included. When such emphasis is not required meŋ 'we' or qon 'you (pl.)' are used.

Members of this set of personal pronouns occur commonly as the subjects of perfective forms of verbs, for example:

Mi yahi.	'I went.'
Be ñjahi to saare.	'They went to town.'

and as subject of all negative and potential forms of verbs. There is another set of subject pronouns which are longer than these (see 4.6 below) hence we refer to these as the short forms of subject personal pronouns.

4.3 Grammar Drills on Short-Form Subject Pronouns

a) Simple Substitution Drill

Cue	Pattern
	Qa yahi to marse?
qo	*Qo* yahi to marse.
mi	*Mi* yahi to marse.
ɓe	*Ɓe* ñjahi to marse.
meŋ	*Meŋ* ñjahi to marse.
qon	*Qon* ñjahi to marse.
qa	Qa yahi to marse?

b) Simple Substitution Drill

Cue	Pattern
	Qa waali to saare Bookari?
qo	*Qo* waali to saare Bookari.
mi	*Mi* waali to saare Bookari.
ɓe	*Ɓe* mbaali to saare Bookari.
meŋ	*Meŋ* mbaali to saare Bookari.
qon	*Qon* mbaali to saare Bookari?
qa	*Qa* waali to saare Bookari.
qen	*Qen* mbaali to saare Bookari.
qa	*Qa* waali to saare Bookari?

c) Progressive Substitution Drill

Cue	Pattern
	Qa yahi to jaŋgurdu?
qo	Qo *yahi* to jaŋgurdu.
ñall	Qo ñalli to *jaŋgurdu*.
marse	*Qo* ñalli to marse.
ɓe	Ɓe *ñalli* to marse.
yaa	Ɓe ñjahi to *marse*.
jaŋgurdu	*Ɓe* ñjahi to jaŋgurdu.
meŋ	Meŋ *ñjahi* to jaŋgurdu.
waal	Meŋ mbaali to *jaŋgurdu*.
marse	*Meŋ* mbaali to marse.
qon	Qon *mbaali* to marse?
ñall	Qon ñalli to *marse*?
jaŋjurdu	*Qon* ñalli to jaŋgurdu?
qo	Qo *ñalli* to jaŋgurdu.
waal	Qo waali to *jaŋgurdu*.
marse	*Qo* waali to marse.

	Qo waali to marse.
mi	Mi waali to marse.
yaa	Mi yahi to marse.
jaŋgurdu	Mi yahi to jaŋgurdu.
qa	Qa yahi to jaŋgurdu?

d) Random Substitution Drill

Cue	Pattern
	Qo yahi to saare Bookari.
marse	Qo yahi to marse.
ɓe	Ɓe ñjahi to marse.
waal	Ɓe mbaali to marse.
mi	Mi waali to marse.
saare Bookari	Mi waali to saare Bookari.
meŋ	Meŋ mbaali to saare Bookari.
yaa	Meŋ ñjahi to saare Bookari.
qa	Qa yahi to saare Bookari?
marse	Qa yahi to marse?
qon	Qon ñjahi to marse?
qo	Qo yahi to marse.
waal	Qo waali to marse.
saare Bookari	Qo waali to saare Bookari.
yaa	Qo yahi to saare Bookari.
ɓe	Ɓe ñjahi to saare Bookari.
waal	Ɓe mbaali to saare Bookari.
qo	Qo waali to saare Bookari.
yaa	Qo yahi to saare Bookari.

4.4 Reference Note on Verbal Forms in Fula

The variety of verbal forms which occurs in Fula is great and potentially confusing to the student. The various forms which occur must be introduced in notes and systematically drilled one at a time through succeeding units. However, a certain amount of terminology will be employed to distinguish verbal forms and it appears desirable to present an overview of the verbal structure and to introduce some of the terms at this point.

Basically each verb consists of a verb 'root', a form which cannot be sub-divided into smaller units carrying meaning. This root may be employed in a sentence as the 'imperative' form of the verb (see Note 3.2).

For example: Qar! 'Come!'

Added to the end of the root may be one or another 'verbal extension' carrying such meanings as 'causative', 'goal directed', reciprocial', etc.

An example is furnished by the verbs *haal* 'say, tell' and *haalan* 'tell to' in Unit 2. A verb root plus one (or more) extensions is called a 'verb base'.

A verb root or verb base may be 'inflected' by the addition of suffixes in a variety of ways. Essentially these inflections are of three types:

1. 'Aspect' - Perfective or Imperfective.

Examples: Perfective: Mi *wayri* yiide Yompa.
'I haven't seen Yompa for a long time.'

Imperfective: Miɗo *laaroya* gaynaakoqam.
'I'm going to look for my shepherd.'

2. 'Voice' - Active voice, middle voice, or passive voice.

Examples: Active voice: Mi *wayri* yiide Yompa.
'I haven't seen Yompa for a long time.'

Middle voice:
Passive voice: } (No examples have yet occured).

3. 'Tense' - Simple, Preterit, Potential/Habitual, etc.

Examples: Simple: Mi *wayri* yiide Yompa.
'I haven't seen Yompa for a long time.'

Preterit: Mi *yahiino* to saare Bookari.
'I'd gone to Bookari's village.'

Potential/Habitual: Kori qa *nanat* kibaaru baabamakko.
'I trust you hear news of his father.'

A study of these examples should make clear how difficult it is to equate any of the categories of inflection with categories like 'tense' in traditional grammar.

Study of the examples also makes it clear that there are potentially many more forms than those exemplified. For example the form *wayri* is perfective in aspect, active in voice and simple in tense. Verb forms may also, of course, represent any of the various combinations of these categories, like *yahiino* which is perfective in aspect, active in voice and preterit in tense; or *nanat* which is imperfective in aspect, active in voice and potential in tense. Examples of other combinations of these categories will occur as the student progresses through these units.

The total number of forms which may be constructed on a particular root or base is very large. However, study of the few examples given above indicates that certain suffixes are characteristic of certain categories. For example, active perfective forms contain [-i] while active imperfective ones contain [-a]. Similarly preterit tense forms end in [-no] while potential ones have a [-t] on them (or a [-y] as we shall see). Thus the elements of meaning associated with the several categories are correlated with particular suffixes and mastery of them consists in learning the suffixes and the rules for their occurance (such as, for example, the rule that perfective aspect and potential tense do not occur together.)

In addition to the categories outlined above, verbal forms may also be positive (lacking a specific suffix) or negative (inflected with a particular negative suffix).

Examples:	Positive:	Qo *ɓuri* jooni.	'He's better now.'
	Negative:	Kono qo *sellaani*.	'But he's not well.'

Another type of verbal form has occurred in dialogs as follows:

Tuma *ñjaataa* ŋgesamaa?	'When will you go to your farm?'
Ko koyŋgalmakko, *muusata*?	'It's his leg that hurts.'

These forms occur regularly in certain questions and as forms modifying nouns (like such English relative clauses as 'that hurts' in the second example). We call these *relative forms* of the verb. Relative forms occur in various aspects and voices and many of them, as in the first example, have a suffix for the subject (here [-a] for 'you (sg.): Forms with subject suffixes are regularly characterized by consonant alternation of the root-initial consonant (as in *ñjaataa*).

We have seen (3.4) that verb roots and bases may also be suffixed with noun class suffixes to make nouns. This process is known as derivation. The infinitive (for example: *yiide*) is such a noun (of the [nde] noun class). Another example which has occurred is *jaŋgurdu* from the verb root *jaŋ* with the [-r] verbal extension (a 'locative' extension) making the verb base *jaŋgur* plus the noun class suffix *du* (of the [ndu] class). In Fula, derivation is from verb root or base to noun, not the other way around.

4.6 Note: Long-form Subject Pronouns with Imperfective Verb Forms, the 'Progressive' Form

Note the sentences: Miɗo laaroya gaynaakoqam.
'I'm going to look for my shepherd.

Kori qoɗon nana kibaaru baabamon.
'I hope you're hearing news of your father.'

The commonest type of sentence employing imperfective verb forms uses a longer form of the subject pronoun plus the imperfective stem of the active verb (verb base plus [-a]). The complete set of long-form personal pronouns is as follows:

	Singular	Plural	
1st person	miɗo	miɗen	
2nd person	qaɗa	qeɗen	(inclusive of pseaker)
		qoɗon	(exclusive of speaker)
3rd person	qomo	ɓeɗo	

The effect of this long-form of the personal pronouns is to make an 'equational' or 'situational' sentence. A more literal translation of the first example sentence would be 'I am in the (as yet incomplete) state of going to look for my shepherd.' In this translation the parenthetic phrase 'as yet incomplete' refers to the fact that the imperfective verb form indicates action not yet complete.

A similar effect is obtained in sentences with noun or class pronoun (rather than personal pronoun) subjects by the use of the particle [no/na], a 'locative' particle meaning 'in/at'.[1] Thus the example sentence with subject Demba would be:

Demba no laaroya gaynaakoqam.	'Demba is in the (as yet incomplete) state of going to look for my shepherd.'

The difference between no and na here is that no is commonly used with subjects of the [qo] 'personal' class and with relative clauses as subject while na is usually used with all other subjects, but there is some free variation.

The long-form personal pronouns and noun subjects plus [no/na] are used also with forms other than the imperfectives of verbs - with the stative forms of verbs (as will be explained later) and with non-verbal expressions of state such as qe jam 'with (or in) peace':

Miɗo qe jam.	'I'm in peace.'
Demba no qe jam.	'Demba is in peace.'

With the verb yaa, 'go', the perfective and imperfective forms (with short and long subject pronouns respectively) and with noun subjects are as follows:

Perfective:	Singular	Plural
1st person	Mi yahi to saare Jibel.	Meŋ ñjahi to saare Jibel.
2nd person	Qa yahi to saare Jibel?	Qen ñjahi to saare Jibel.
		Qon ñjahi to saare Jibel?
3rd person	Qo yahi to saare Jibel.	Be ñjahi to saare Jibel.

---

[1] The pronoun qo functions both as a personal pronoun with the long form qomo as in: Qomo to saare. 'He is in town.' or as a class 'demonstrative' pronoun as in Qo no to saare. 'This one is in town.'

Noun Subject:

Demba yahi to saare Jibel.   Yimɓe ɓe ñjahi to saare Jibel.[1]

Imperfective (Progressive):

1st person	Miɗo yaha to saare Jibel.	Miɗen ñjaha to saare Jibel.
2nd person	Qaɗa yaha to saare Jibel.	Qeɗen ñjaha to saare Jibel. Qoɗon ñjaha to saare Jibel.
3rd person	Qomo yaha to saare Jibel.	Ɓeɗo ñjaha to saare Jibel.

Noun Subject:

Demba no yaha to saare Jibel.   Yimɓe ɓe no ñjaha to saare Jibel.

4.7 Grammar Drills on Progressive Verb Forms

a) Progressive Substitution-Transformation Drill

Cue	Pattern 1	Pattern 2
	Mi yahi marse.	Miɗo yaha marse.
qo	Qo yahi marse.	Qomo yaha marse.
ñall	Qo ñalli marse.	Qomo ñalla marse.
jaŋgurdu	Qo ñalli jaŋgurdu.	Qomo ñalla jaŋgurdu.
ɓe	Ɓe ñalli jaŋgurdu.	Ɓeɗo ñalla jaŋgurdu.
laaroyii	Ɓe ndaaroyi jaŋgurdu.	Ɓeɗo ndaaroya jaŋgurdu.
gaynaakomaa	Ɓe ndaaroyi gaynaakomaa.	Ɓeɗo ndaaroya gaynaakomaa.
meŋ	Meŋ ndaaroyi gaynaakomaa.	Miɗen ndaaroya gaynaakomaa.
qokk	Meŋ ŋgokki gaynaakomaa.	Miɗen ŋgokka gaynaakomaa.
Samba	Meŋ ŋgokki Samba.	Miɗen ŋgokka Samba.
qa	Qa qokki Samba?	Qaɗa qokka Samba?
laar	Qa laari Samba?	Qaɗa laara Samba?
Bookari	Qa laari Bookari?	Qaɗa laara Bookari?
qon	Qon ndaari Bookari?	Qoɗon ndaara Bookari?
yii	Qon ñjiyi Bookari?	Qoɗon ñjiya Bookari?
marse	Qon ñjiyi marse?	Qoɗon ñjiya marse?
mi	Mi yiyi marse.	Miɗo yiya marse.
yaa	Mi yahi marse.	Miɗo yaha marse.

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[1] The second /ɓe/ here is a specific or demonstrative pronoun particle here translated 'the'. This structure will be explained and drilled in Unit 5.

b) Random Substitution-Transformation Drill

Cue	Pattern 1	Pattern 2
	Samba jaŋgi.	Samba no jaŋga.
qar	Samba qari.	Samba no qara.
qen	Qen ŋgari.[1]	Qeɗen ŋgara.
waal	Qen mbaali.	Qeɗen mbaala.
Demba	Demba waali.	Demba no waala.
yaa	Demba yahi.	Demba no yaha.
qo	Qo yahi.	Qomo yaha.
laar	Qo laari.	Qomo laara.
Yompa	Yompa laari.	Yompa no laara.
jaŋg	Yompa jaŋgi.	Yompa no jaŋga.
mi	Mi jaŋgi.	Miɗo jaŋga.
Samba	Samba jaŋgi.	Samba no jaŋga.

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[1] Note that this is one of the situations, noted in 4.2 above, where /qen/ cannot easily include the person spoken to and hence probably refers to the speaker and a single other. Substitution here of /meŋ/ might lead the hearer to look about for other members of a larger group. Note also that /qen/, though formally patterning with second person forms does not require us to regard a statement like this one as a 'yes-no' question. (see footnote to (b) of Variation Drills, Unit (3).

UNIT 5

5.0 Basic Sentences: Useful classroom Expressions

yiɗ	want, like
fof	breathe
foft	take a breather, relax
na[1]	(question particle)
1. Qa yiɗi foftudé na?	Do you want to take a break?
2. Qeeyi†	Yes.
foften	let's (you and I) take a break
3. Qawa† foften seeɗa.	OK, let's take a short break. ('Let's relax a bit.')
ŋgaren	come on (you and I)
yar	drink (verb)
yara	may drink, should drink
kiŋkiliba [ø]	herb tea
4. Ŋgaren, meŋ ñjara kiŋkiliba.	Come on, we'll drink herb tea.
jaŋga	may study, should study
5. Qawa, ŋgaren, meŋ jaŋga.	OK, come on, we should study.
haalaa	you (sg.) are to speak
haalon	you (pl.) are to speak
6. Si mi haalí, haalaa.	Repeat after me. ('When I have spoken, you [sg.] are to speak.')
Si mi haalí, kaalon.	.... you [pl.] ....
kadi	again
7. Haal kadi.	Repeat! ('Speak again!')
8. Ɗum na moɗɗyi.	This is good. ('This in state of having become good.')
9. Haalanam kadi.	Say it again. ('Tell [it] to me again')
quddu	close
quddit	open
deftere [nde] (defte)	book

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[1] The question particle na requires a strong stress on the immediately preceding syllable even when that syllable is a nominal class suffix (as here) or a monosyllabic possessive pronoun suffix. Note: Qo yahi galleqam na? 'Did he go to my compound?'

	soora [ø] (sooraaȷı)	chapter
	goqo	number one
10.	Quddıt deftemon, soora goqo.	Open your books [to] chapter number one.
11.	Qawa† ȷaŋgen soora qo.	OK, let's read thıs chapter.
12.	Jaŋgu qo.	Learn thıs. / Study thıs.

5.1 Varıatıon Drılls on Basıc Sentences

a) Progressıve Substıtutıon Drıll

> New word: gorko [qo] (worɓe) man, male, husband

Cue	Pattern	
	Qa yıɗı yııde ɗum na?	'Do you [sg.] want to see ıt?'
qo	Qo yıɗı yııde ɗum na?	
heɓde	Qo yıɗı heɓde ɗum na?	'Does he want to get ıt?'
qon	Qon ñȷıɗı heɓde ɗum na?	
ȷaŋgude	Qon ñȷıɗı ȷaŋgude ɗum na?	'Do you [pl.] want to read ıt?'
ɓe	Ɓe ñȷıɗı ȷaŋgude ɗum na?	
yarde	Ɓe ñȷıɗı yarde ɗum na?	
gorko qo	Gorko qo yıɗı yarde ɗum na?	
nande	Gorko qo yıɗı nande ɗum na?	
qo	Qo yıɗı nande ɗum na?	
laarde	Qo yıɗı laarde ɗum na?	
qa	Qa yıɗı laarde ɗum na?	
yııde	Qa yıɗı yııde ɗum na?	

b) Progressıve Substıtutıon Drıll

> New word: galle [ø] (galleeȷı) compound, home

Cue	Pattern	
	Qa yıɗı yaade to galleqam na?	'Do you [sg.] want to go to my place?'
qo	Qo yıɗı yaade to galleqam na?	
qarde	Qo yıɗı qarde to galleqam na?	'Does he want to come to my place?'
ɓe	Ɓe ñȷıɗı qarde to galleqam na?	
waalde	Ɓe ñȷıɗı waalde to galleqam na?	'Do they want to spend the nıght at my place?

	Ɓe ñjiɗi waalde to galleqam na?
Demba	Demba yiɗi *waalde* to galleqam na?
ñallude	*Demba* yiɗi ñallude to galleqam na?
kawmaa	Kawmaa yiɗi *ñallude* to galleqam na?
foftude	*Kawmaa* yiɗi foftude to galleqam na?
qa	Qa yiɗi foftude to galleqam na?
yaade	Qa yiɗi yaade to galleqam na?

5.2 Note: Specific or Demonstrative Pronoun Particles

Note the sentences:

No yimɓemaa ɓe?	How [are] the people of yours?
Qawa† jaŋgen soora qo.	OK, let's read this chapter.

These are illustrations of the use of a pronominal form to show a specific or demonstrative meaning, often translatable by the English definite article 'the' or by a demonstrative, 'this' or 'these'.

Nouns in Fula usually have suffixes which mark the membership of the noun in one of the many noun classes of the language. Some of these classes are singular, others plural. In these materials, when a noun is introduced, the class pronoun is given in brackets and the plural form in parentheses after it, and these must be learned as part of learning the noun. For example, *debbo [qo] rewɓe*.

The specific or demonstrative pronoun particle consists of the appropriate form of the class pronoun occurring after the noun (or after the noun phrase, if the noun is modified). In the two examples at the beginning of this note, the class suffixes are respectively, *ɓe* and Ø (zero). Many borrowed words belong to the zero class in the singular as far as their direct suffix is concerned but take the demonstrative appropriate to the *qo* class (singular, personal [and other] nouns). Thus the borrowed word (from Arabic) *soora* takes the specific or demonstrative pronoun particle *qo*.

With some words which have occurred to date the specific particles are as follows:

Singular	Plural
neɗɗo qo	yimɓe ɓe
debbo qo	rewɓe ɓe
ɓiɗɗo qo	ɓiɓɓe ɓe
baaba qo	baabiraaɓe ɓe
kiŋkiliba qo	----------
soora qo	sooraaji ɗi
kibaaru ndu	----------
jaŋgurdu ndu	jaŋgurduuji ɗi
deftere nde	defte ɗe

hunde nde	kulle ɗe
saare nde	caqe ɗe / saareeji ɗi
galle nde	galleeji ɗi
beŋgu ŋgu	----------
ŋgesa mba	gese ɗe

Note that the plural class which has the suffix -ji takes a specific or demonstrative ɗi, while the plural class that has the suffix -e takes the demonstrative ɗe.

The demonstrative may also precede the noun, as qo biɗɗo 'this child', or nde deftere 'this book', in which case there may be a contrastive or demonstrative stress on the particle and the translation is more commonly 'this' or 'these' rather than the definite article. The suffix -ya to the appropriate particle forms a demonstrative with reference at a distance. Thus, qóya ɓiɗɗo 'that child', ɓéya rewɓe 'those women' or ɗéya defte 'those books'. Demonstratives with suffix -ya normally precede the noun they specify. Demonstratives are used as pronouns without the related noun when the reference is clear from context.

Note that neither the noun class suffix or the following demonstrative particle normally receives stress even when the penultimate syllable.

5.3 Grammar Drills on Specific or Demonstrative Particles

a) Simple Substitution Drill

Cue	Pattern
	Qo sellaani.
worɓe ɓe	Worɓe ɓe cellaani.
gorko qo	Gorko qo sellaani.
rewɓe ɓe	Rewɓe ɓe cellaani.
debbo qo	Debbo qo sellaani.
yimɓe ɓe	Yimɓe ɓe cellaani.
neɗɗo qo	Neɗɗo qo sellaani.
ɓe	Ɓe cellaani.
qo	Qo sellaani.

b) Simple Substitution Drill

Cue	Pattern
	Qo yahi jaŋgurdu.
ɓe	Ɓe ñjahi jaŋgurdu.
qo gorko	Qo gorko yahi jaŋgurdu.
ɓe worɓe	Ɓe worɓe ñjahi jaŋgurdu.
qo debbo	Qo debbo yahi jaŋgurdu.
ɓe rewɓe	Ɓe rewɓe ñjahi jaŋgurdu.

	Ɓe rewɓe ñjahi jaŋgurdu.
qo neɗɗo	Qo neɗɗo yahi jaŋgurdu.
ɓe yimɓe	Ɓe yimɓe ñjahi jaŋgurdu.
qo ɓiɗɗo	Qo ɓiɗɗo yahi jaŋgurdu.
ɓe ɓiɓɓe	Ɓe ɓiɓɓe ñjahi jaŋgurdu.
qo	Qo yahi jaŋgurdu.

c) Simple Substitution Drill

Cue	Pattern	
	Tuma qoya qarata?	'When will he come?'
ɓeya	Tuma ɓeya ŋgarata?	
qoya gorko	Tuma qoya gorko qarata?	
ɓeya worɓe	Tuma ɓeya worɓe ŋgarata?	
qoya debbo	Tuma qoya debbo qarata?	
ɓeya rewɓe	Tuma ɓeya rewɓe ŋgarata?	
qoya neɗɗo	Tuma qoya neɗɗo qarata?	
ɓeya yimɓe	Tuma ɓeya yimɓe ŋgarata?	
qoya	Tuma qoya qarata?	

d) Progressive Substitution Drill

Cue	Pattern
	Rewɓe ɓe ñjahi to saare nde.
jaŋgurdu ndu	Rewɓe ɓe ñjahi to jaŋgurdu ndu.
worɓe ɓe	Worɓe ɓe ñjahi to jaŋgurdu ndu.
galle qo	Worɓe ɓe ñjahi to galle qo.
ɓeŋgu ŋgu	Ɓeŋgu ŋgu ñjahi to galle qo. [1]
ŋgesa mba	Ɓeŋgu ŋgu ñjahi to ŋgesa mba.
yimɓe ɓe	Yimɓe ɓe ñjahi to ŋgesa mba.
galleeji ɗi	Yimɓe ɓe ñjahi to galleeji ɗi.
ɓiɓɓe ɓe	Ɓiɓɓe ɓe ñjahi to galleeji ɗi.
gese ɗe	Ɓiɓɓe ɓe ñjahi to gese ɗe.
worɓe ɓe	Worɓe ɓe ñjahi to gese ɗe.
caqe ɗe	Worɓe ɓe ñjahi to caqe ɗe.
qaynaaɓe ɓe	Qaynaaɓe ɓe ñjahi to caqe ɗe.
saare nde	Qaynaaɓe ɓe ñjahi to saare nde.
rewɓe ɓe	Rewɓe ɓe ñjahi to saare nde.

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[1] Remember that ɓeŋgu takes plural verbal forms.

e) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı nanı kıbaaru ndu.
qo	Qo nanı kıbaaru ndu.
ȷaŋg	Qo ȷaŋgı kıbaaru ndu.
deftere nde	Qo ȷaŋgı deftere nde.
qa	Qa ȷaŋgı deftere nde?
heɓı	Qa heɓı deftere nde?
hunde	Qa heɓı hunde nde?
ɓe	Ɓe keɓı hunde nde.
yıı	Ɓe ñȷıyı hunde nde.
ȷaŋgurdu ndu	Ɓe ñȷıyı ȷaŋgurdu ndu.
qon	Qon ñȷıyı ȷaŋgurdu ndu?
laar	Qon ndaarı ȷaŋgurdu ndu?
yımɓe ɓe	Qon ndaarı yımɓe ɓe?
meŋ	Meŋ ndaarı yımɓe ɓe.
nan	Meŋ nanı yımɓe ɓe.
kıbaaru ndu	Meŋ nanı kıbaaru ndu.
mı	Mı nanı kıbaaru ndu.

f) Random Substıtutıon Drıll

Cue	Pattern
	Mı nanı kıbaaru ndu.
ȷaŋg-	Mı ȷaŋgı kıbaaru ndu.
heɓ	Mı heɓı kıbaaru ndu.
hunde nde	Mı heɓı hunde nde.
yıı	Mı yıyı hunde nde.
saare nde	Mı yıyı saare nde.
yahı to	Mı yahı to saare nde.
ȷaŋgurdu ndu	Mı yahı to ȷaŋgurdu ndu.
ŋgesa mba	Mı yahı to ŋgesa mba.
galle qo	Mı yahı to galle qo.
yıı	Mı yıyı galle qo.
heɓ	Mı heɓı galle qo.
hunde nde	Mı heɓı hunde nde.
ȷaŋg	Mı ȷaŋgı hunde nde.
kıbaaru ndu	Mı ȷaŋgı kıbaaru ndu.
deftere nde	Mı ȷaŋgı deftere nde.
yıı	Mı yıyı deftere nde.
ȷaŋg	Mı ȷaŋgı deftere nde.
kıbaaru ndu	Mı ȷaŋgı kıbaaru ndu.

5.4 Note: Possessive Suffixes, the Possessive or Modifying Construction

Note these sentences from the dialogs:

1.	Mi yahiino saare Bookari.	'I'd gone to Bookari's village.'
2.	No yimɓemaa ɓe?	'How [are] the people of yours?
3.	No debbomaa?	'How['s] your wife?
4.	No ɓeŋgumaa?	'How['s] your family?
5.	Kori ɓiɗɗomaa yahi jaŋgurdu jooni?	'I hope your child is attending school now?
6.	No baabamon?	'How['s] your [pl.] father?
7.	Kori qoɗon nana kibaaru baabamon?	'I hope you hear news of your father?
8.	Quddit deftermon...	'Open your books.'
9.	Miɗo laaroya gaynaakoqam.	'I'm going to look for my shepherd.'
10.	Ko koyŋgalmakko muusata.	'It's his leg which hurts.'

In sentences 1 and 7 we see examples of two nouns placed next to one another.

saare Bookari	Bookari's village
kibaaru baabamon	news of your father

Such juxtaposition is normally the only signal of the modification relationship between two nouns. Many examples have occurred in drills.

In sentences 2 to 8 we see nouns with the possessive suffixes -maa and -mon referring to your (sg.) and your (pl.) respectively.

Sentence 9 illustrates the suffix -qam / -am 'my'.

Sentence 10 illustrates the suffix -makko 'his/her'.

The set of personal possessive suffixes is as follows:

	Singular	Plural	
First person	-qam/-am	-qameŋ	
Second person	-maa/-maaɗa	-muqen/-meeɗen	(inclusive)
		-mon/-moɗon	(exclusive)
Third person	-makko -mum	-maɓɓe	

Note that one syllable suffixes do not regularly accept stress except for mum (see below). However, when in emphatic contrast to other possessives any of these suffixes may receive stress.

The first person singular suffix -qam elides with a preceding /a/ or /o/ to produce a single shortened form. e.g.

baabam	'my father'	[baaba-qam]
debbam	'my wife'	[debbo-qam]

It does not, however, elide with other vowels. Note

rewɓeqam	'my wives'
defteqam	'my books'

The form -m[ú]m occurs as a third person singular form in certain circumstances. Actually this is the possessive suffix of the ɗum class - a class sometimes called the 'thingumbob' class because it refers to any indefinite object having the characteristic specified, etc. and no nouns belong basically to the -ɗum class. When the third person possessing a noun is stated or clear from context, -m[ú]m may be used instead of -mákko. The suffix -m[ú]m assimilates to certain nouns, especially relationship terms. Thus báaba-mum is often heard bámmum 'his father'. The suffix -m[ú]m is sometimes heard with stress but not as regularly as the polysyllabic suffixes.

Note that all the second person forms have two variants:

Singular	-maa/-ma[á]ɗa
Plural inclusive	-m[ú]qen/-me[é]ɗen
Plural exclusive	-mon/-m[ó]ɗon

The first forms are to be construed as contractions or variations of the others and these forms are used as free or stylistic variants of one another. Note that this is another example of the formal similarity of the exclusive and inclusive second person plural forms which leads us to consider the inclusive form as a second rather than a first person form (see 4.1).

The possessive pronoun forms may also be used as the pronoun objects of prepositions such as qe 'with/in' or to 'to/at'. For example:

Qo ñalli to qam.	'He has spent the day at mine.'

In such usage, however, there is commonly clearly understood from context a noun to be possessed by the possessive form - in this case it might be galle 'compound' as in:

Qo ñalli to galleqam.	'He has spent the day at my compound.

The appropriate demonstrative pronoun particle normally follows the possessive construction:

saare Bookari nde.	'the town of Bookari's'
ŋgesaqam mba	'the farm of mine'

5.5 Grammar Drills on Possessives

a) Simple Substitution Drill

Cue	Pattern	
	Mi yiyi yimɓemaa.	'I saw your folks.'
ɓiɗɗo	Mi yiyi ɓiɗɗomaa.	
neene	Mi yiyi neenemaa.	
kaw	Mi yiyi kawmaa.	
mawnirawo	Mi yiyi mawnirawomaa.	
miñirawo	Mi yiyi miñirawomaa.	
ɓiɗɗo	Mi yiyi ɓiɗɗomaa.	
rewɓe	Mi yiyi rewɓemaa.	
worɓe	Mi yiyi worɓemaa.	
ɓiɓɓe	Mi yiyi ɓiɓɓemaa.	
saare	Mi yiyi saaremaa.	
jaŋgurdu	Mi yiyi jaŋgurdumaa.	
yimɓe	Mi yiyi yimɓemaa.	

Repeat the drill using -maaɗa in place of -maa.

b) Simple Substitution Drill

Cue	Pattern	
	Mi haali debbomakko.	'I spoke to his wife.'
yimɓe	Mi haali yimɓemakko.	
rewɓe	Mi haali rewɓemakko.	
ɓiɓɓe	Mi haali ɓiɓɓemakko.	
debbo	Mi haali debbomakko.	
worɓe	Mi haali worɓemakko.	
gorko	Mi haali gorkomakko.	
kaw	Mi haali kawmakko.	
miñirawo	Mi haali miñirawomakko.	
mawnirawo	Mi haali mawnirawomakko.	
debbo	Mi haali debbomakko.	

c) Simple Substitution Drill

Cue	Pattern	
	Debbomon yahi.	'Your [pl.] woman has gone.' (sister, etc.)
ɓiɓɓe	Biɓɓemon ñjahi.	
gorko	Gorkomon yahi.	
ɓiɗɗo	Biɗɗomon yahi.	
ɓeŋgu	Beŋgumon ñjahi.	
debbo	Debbomon yahi.	

	Debbomon yahi.
yimɓe	Yimɓemon ñjahi.
baaba	Baabamon yahi.
miñiraaɓe	Miñiraaɓemon ñjahi.
neene	Neenemon yahi.
mawniraaɓe	Mawniraaɓemon ñjahi.
debbo	Debbomon yahi.

Repeat the drill using -moɗon in place of -mon.

d) Simple Substitution Drill

Cue	Pattern	
	Ɓeŋgumaɓɓe ŋgari.	'Their family came.'
ɓiɗɗo	Biɗɗomaɓɓe qari.	
worɓe	Worɓemaɓɓe ŋgari.	
gorko	Gorkomaɓɓe qari.	
rewɓe	Rewɓemaɓɓe ŋgari.	
debbo	Debbomaɓɓe qari.	
yimɓe	Yimɓemaɓɓe ŋgari.	
miñirawo	Miñirawomaɓɓe qari.	
mawniraaɓe	Mawniraaɓemaɓɓe ŋgari.	
ɓeŋgu	Ɓeŋgumaɓɓe ŋgari.	

e) Simple Substitution Drill

Cue	Pattern	
	Rewɓeqameŋ mbaali.	'Our wives spent the night.'
gorko	Gorkoqameŋ waali.	
worɓe	Worɓeqameŋ mbaali.	
ɓiɗɗo	Biɗɗoqameŋ waali.	
ɓiɓɓe	Biɓɓeqameŋ mbaali.	
debbo	Debboqameŋ waali.	
mawniraaɓe	Mawniraaɓeqameŋ mbaali.	
rewɓe	Rewɓeqameŋ mbaali.	

f) Simple Substitution Drill

Cue	Pattern	
	Ɓe ñjiyi neenemum.	'They saw his mother.'
baaba	Ɓe ñjiyi baabamum/baammum.	
ɓiɗɗo	Ɓe ñjiyi ɓiɗɗomum.	
miñirawo	Ɓe ñjiyi miñirawomum/miñum	
mawnirawo	Ɓe ñjiyi mawnirawomum/mawnum	
kaw	Ɓe ñjiyi kawmum.	

5.5 Grammar Drills on Possessives

a) Simple Substitution Drill

Cue	Pattern	
	Mi yiyi yimɓemaa.	'I saw your folks.'
ɓiɗɗo	Mi yiyi ɓiɗɗomaa.	
neene	Mi yiyi neenemaa.	
kaw	Mi yiyi kawmaa.	
mawnirawo	Mi yiyi mawnirawomaa.	
miñirawo	Mi yiyi miñirawomaa.	
ɓiɗɗo	Mi yiyi ɓiɗɗomaa.	
rewɓe	Mi yiyi rewɓemaa.	
worɓe	Mi yiyi worɓemaa.	
ɓiɓɓe	Mi yiyi ɓiɓɓemaa.	
saare	Mi yiyi saaremaa.	
jaŋgurdu	Mi yiyi jaŋgurdumaa.	
yimɓe	Mi yiyi yimɓemaa.	

Repeat the drill using -maaɗa in place of -maa.

b) Simple Substitution Drill

Cue	Pattern	
	Mi haali debbomakko.	'I spoke to his wife.'
yimɓe	Mi haali yimɓemakko.	
rewɓe	Mi haali rewɓemakko.	
ɓiɓɓe	Mi haali ɓiɓɓemakko.	
debbo	Mi haali debbomakko.	
worɓe	Mi haali worɓemakko.	
gorko	Mi haali gorkomakko.	
kaw	Mi haali kawmakko.	
miñirawo	Mi haali miñirawomakko.	
mawnirawo	Mi haali mawnirawomakko.	
debbo	Mi haali debbomakko.	

c) Simple Substitution Drill

Cue	Pattern	
	Debbomon yahi.	'Your [pl.] woman has gone.' (sister, etc.)
ɓiɓɓe	Biɓɓemon ñjahi.	
gorko	Gorkomon yahi.	
ɓiɗɗo	Biɗɗomon yahi.	
ɓeŋgu	Beŋgumon ñjahi.	
debbo	Debbomon yahi.	

	Ɓe ñjiyi kawmúm.	
debbo	Ɓe ñjiyi debbomum.	
neene	Ɓe ñjiyi neenemum.	

g) Simple Substitution Drill

Cue	Pattern	
	Ɓe ñjahi to saaremuqen.	'They have gone to our (your and my) village.'
jaŋgurdu	Ɓe ñjahi to jaŋgurdumuqen.	
qekol	Ɓe ñjahi to qekolmuqen.	
qeskul	Ɓe ñjahi to qeskulmuqen.	
ŋgesa	Ɓe ñjahi to ŋgesamuqen.	
marse	Ɓe ñjahi to marsemuqen.	
saare	Ɓe ñjahi to saaremuqen.	

Repeat the drill using -meeɗen in place of -muqen.

h) Progressive Substitution Drill

Cue	Pattern	
	Qo qari to saaremeeɗen.	'He came to our (your and my) village.'
ɓe	Ɓe ŋgari to saaremeeɗen.	
jaŋgurdu	Ɓe ŋgari to jaŋgurdumeeɗen.	
mi	Mi qari to jaŋgurdumeeɗen.	
marse	Mi qari to marsemeeɗen.	
qo	Qo qari to marsemeeɗen.	
ŋgesa	Qo qari to ŋgesameeɗen.	
ɓe	Ɓe ŋgari to ŋgesameeɗen.	
saare	Ɓe ŋgari to saaremeeɗen.	
qo	Qo qari to saaremeeɗen.	

i) Progressive Substitution Drill

Cue	Pattern
	Honno yimɓemakko?
baaba	Honno baabamakko?
-mum	Honno baabamum?
neene	Honno neenemum?
-moɗon	Honno neenemoɗon?
kaw	Honno kaw moɗon?
-muqen	Honno kaw muqen?
yimɓe	Honno yimɓemuqen?
-meeɗen	Honno yimɓemeeɗen?
rewɓe	Honno rewɓemeeɗen?
-maa	Honno rewɓemaa?

	Honno rewɓemaa?
ɓıɓɓe	Honno ɓıɓɓemaa?
-qameŋ	Honno ɓıɓɓeqameŋ?
worɓe	Honno worɓeqameŋ?
-mon	Honno worɓemon?
saare	Honno saaremon?
-makko	Honno saaremakko?
yımɓe	Honno yımɓemakko?

ȷ) Progressive Substıtutıon Drıll

Cue	Pattern
	Debbam sellaanı.
ɓıɗɗo	Ɓıɗɗoqam sellaanı.
-maa	Ɓıɗɗomaa sellaanı.
yahı ȷaŋgurdu	Ɓıɗɗomaa yahı ȷaŋgurdu.
gorko	Gorkomaa yahı ȷaŋgurdu.
-makko	Gorkomakko yahı ȷaŋgurdu.
nanat kıbaarumakko	Gorkomakko nanat kıbaarumakko.
rewɓe	Rewɓemakko nanat kıbaarumakko.
-mon	Rewɓemon nanat kıbaarumakko.
yahııno saare	Rewɓemon ñȷahııno saare.
ɓeŋgu	Ɓeŋgumon ñȷahııno saare.
-qameŋ	Ɓeŋguqameŋ ñȷahııno saare.
yahı ȷaŋgurdu	Ɓeŋguqameŋ ñȷahı ȷaŋgurdu.
worɓe	Worɓeqameŋ ñȷahı ȷaŋgurdu.
-maɓɓe	Worɓemaɓɓe ñȷahı ȷaŋgurdu.
sellaanı	Worɓemaɓɓe sellaanı.
debbam	Ɗebbam sellaanı.

k) Random Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Korı qoɗon nana kıbaaru baabamon?
(qa)	Korı qaɗa nana kıbaaru baabamaa?
(qo)	Korı qomo nana kıbaaru baabamakko?
ɓeŋgu	Korı qomo nana kıbaaru ɓeŋgumakko?
(qa)	Korı qaɗa nana kıbaaru ɓeŋgumaa?
(qon)	Korı qoɗon nana kıbaaru ɓeŋgumon?
yımɓe	Korı qoɗon nana kıbaaru yımɓemon?
(qo)	Korı qomo nana kıbaaru yımɓemakko?
(qa)	Korı qaɗa nana kıbaaru yımɓemaa?
ɓıɓɓe	Korı qaɗa nana kıbaaru ɓıɓɓemaa?

	Kori qaɗa nana kibaaru ɓiɓɓemaa?
(qon)	Kori qoɗon nana kibaaru ɓiɓɓemon?
(qo)	Kori qomo nana kibaaru ɓiɓɓemakko?
baaba	Kori qomo nana kibaaru baabamakko?
(qa)	Kori qaɗa nana kibaaru baabamaa?
(qon)	Kori qoɗon nana kibaaru baabamon?

l) Progressive Substitution Drill

Cue	Pattern
	Qo yahi to saaremuqen.
waal	Qo waali to saaremuqen.
galle	Qo waali to gallemuqen.
-meeɗen	Qo waali to gallemeeɗen.
ɓe	Ɓe mbaali to gallemeeɗen.
ñall	Ɓe ñalli to gallemeeɗen.
saare	Ɓe ñalli to saaremeeɗen.
-mum	Ɓe ñalli to saaremum.
meŋ	Meŋ ñalli to saaremum.
yaa	Meŋ ñjahi to saaremum.
galle	Meŋ ñjahi to gallemum.
-muqen	Meŋ ñjahi to gallemuqen.
qon	Qon ñjahi to gallemuqen?
waal	Qon mbaali to gallemuqen?
saare	Qon mbaali to saaremuqen?
-meeɗen	Qon mbaali to saaremeeɗen?
qa	Qa waali to saaremeeɗen?
ñall	Qa ñalli to saaremeeɗen?
galle	Qa ñaali to gallemeeɗen?
-mum	Qa ñalli to gallemum?
qo	Qo ñalli to gallemum.
yaa	Qo yahi to gallemum.
saare	Qo yahi to saaremum.
-muqen	Qo yahi to saaremuqen.

m) Progressive Substitution Drill

Cue	Pattern
	Qo ko ŋgesamuqen.
jaŋgurdu	Qo ko jaŋgurdumuqen.
-meeɗen	Qo ko jaŋgurdumeeɗen.
ŋgesa	Qo ko ŋgesameeɗen.
-mum	Qo ko ŋgesamum.
saare	Qo ko saaremum.

	Qo ko saaremum.
-muqen	Qo ko saaremuqen.
galle	Qo ko gallemuqen.
-meeɗen	Qo ko gallemeeɗen.
saare	Qo ko saaremeeɗen.
-mum	Qo ko saaremum.
ŋgesa	Qo ko ŋgesamum.
-muqen	Qo ko ŋgesamuqen.
saare	Qo ko saaremuqen.
-qameŋ	Qo ko saareqameŋ.
ŋgesa	Qo ko ŋgesaqameŋ.
-mon	Qo ko ŋgesamon.
saare	Qo ko saaremon.
-makko	Qo ko saaremakko.
ŋgesa	Qo ko ŋgesamakko.
-maɓɓe	Qo ko ŋgesamaɓɓe.
saare	Qo ko saaremaɓɓe.
-moɗon	Qo ko saaremoɗon.
ȷaŋgurdu	Qo ko ȷaŋgurdumoɗon.
-muqen	Qo ko ȷaŋgurdumuqen.
ŋgesa	Qo ko ŋgesamuqen.

n) Progressıve Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Mıɗo yaha to ŋgesa baabaqam mba.
(qo)	Qomo yaha to ŋgesa baabaqam mba.
qar	Qomo qara to ŋgesa baabaqam mba.
ȷaŋgurdu	Qomo qara to ȷaŋgurdu baabaqam ndu.
Bookarı	Qomo qara to ȷaŋgurdu Bookarı ndu.
(meŋ)	Mıɗen qara to ȷaŋgurdu Bookarı ndu.
yaa	Mıɗen ñȷaha to ȷaŋgurdu Bookarı ndu.
saare	Mıɗen ñȷaha to saare Bookarı nde.
neenemaa	Mıɗen ñȷaha to saare neenemaa nde.
(qon)	Qoɗon ñȷaha to saare neenemaa nde.
qar	Qoɗon ŋgara to saare neenemaa nde.
marse	Qoɗon ŋgara to marse neenemaa qo.
kawqam	Qoɗon ŋgara to marse kawqam qo.
(qa)	Qaɗa qara to marse kawqam qo.
yaa	Qaɗa yaha to marse kawqam qo.
ŋgesa	Qaɗa yaha to ŋgesa kawqam mba.
baabaqam	Qaɗa yaha to ŋgesa baabaqam mba.
(mı)	Mıɗo yaha to ŋgesa baabaqam mba.

5.6 Note: Object Personal Pronoun Forms

Note the sentences:

Mi wayri ma yiide.	'I haven't seen you for ages.'
Yal·la qokkur ɓe jam.	'May God give them peace.'
Debbomakko haali kam, kullemakko.	'His wife told me about him.'
Ko hoɗum heɓi mo?	'What is the matter with him?'

The sentences illustrate the personal pronominal forms for first and second person singular and for the [qo] and [ɓe] personal noun classes. The complete set of such object pronouns for persons is:

	Singular	Plural
1st person	kam/-am	meŋ
2nd person	ma	qen (inclusive) qon (exclusive)
3rd person	mo	ɓe

Note that the plural forms are all identical with the short forms of subject pronouns. The differences are in the singular. For other classes the object pronominal forms are identical with the demonstrative particles described in 5.2. Hence:

Mi wayri ndu yiide.	'I haven't seen it in ages.' (something of the ndu class, like jangurdu)'

Since all object pronouns are monosyllabic, the phrase stress pattern-of phrases in which pronoun objects occur at the end of the phrase places stress on the last syllable at the preceding word. Contrast:

Qo haala[ˊ]ni kam.	'He told me.'
Qo haalani [ˊ]Demba.	'He told Demba.'

5.7 Grammar Drills on Object Personal Pronouns

a) Simple Substitution Drill

Cue	Pattern	
	Qo yiyi mo.	'He saw him.'
kam	Qo yiyi kam.	
qon	Qo yiyi qon.	
ɓe	Qo yiyi ɓe.	
meŋ	Qo yiyi meŋ.	
qen	Qo yiyi qen.	
mo	Qo yiyi mo.	

b) Simple Substitution Drill

Cue	Pattern	
	Qo yiyi mo.	'He saw him.'
kam	Qo yiyi kam.	
qon	Qo yiyi qon.	
ɓe	Qo yiyi ɓe.	
meŋ	Qo yiyi meŋ.	
qen	Qo yiyi qen.	
mo	Qo yiyi mo.	

c) Progressive Substitution Drill

Cue	Pattern
	Qo haali mo.
mi	Mi haali mo.
yii	Mi yiyi mo.
ɓe	Mi yiyi ɓe.
meŋ	Meŋ ñjiyi ɓe.
haal	Meŋ kaali ɓe.
qon	Meŋ kaali qon.
qen	Qen kaali qon.
yii	Qen ñjiyi qon.
ma	Qen ñjiyi ma.
Demba	Demba yiyi ma.
haal	Demba haali ma.
kam	Demba haali kam.
ɓe	Ɓe haali kam.
yii	Ɓe ñjiyi kam.
mo	Ɓe ñjiyi mo.
qo	Qo yiyi mo.
haal	Qo haali mo.

d) Progressive Substitution-Correlation Drill

New words:	ɗo/ɗon	here
	ga	here[1]

Cue	Pattern
	Demba qariino ɗo. Mi yiyi mo.
qa	Qa *qariino* ɗo. Mi yiyi ma.
waal	Qa qaaliino *ɗo*. Mi yiyi ma.
ga	*Qa* waaliino ga. Mi yiyi ma.
ɓe	Ɓe mbaaliino ga. Mi yiyi ɓe.
ñall	Ɓe ñalliino *ga*. Mi yiyi ɓe.
ɗo	*Ɓe* ñalliino ɗo. Mi yiyi ɓe.
qon	Qon *ñalliino* ɗo. Mi yiyi qon.
ton yaa	Qon ñalliino ton. Mi yiyi qon.
yaa	Qon ñjahiino *ton*. Mi yiyi qon.
qo	Qo *yahiino* ton. Mi yiyi mo.
qar	Qo qariino *ton*. Mi yiyi mo.
ɗo	Qo qariino ɗo. Mi yiyi mo.

e) Simple Substitution-Transformation Drill

Cue	Pattern 1	Pattern 2
	Mi nani kibaarumakko.	Qo haali kam,kibaarumakko.
ɓe	*Ɓe* nani kibaarumakko.	Qo haali ɓe. kibaarumakko.
meŋ	*Meŋ* nani kibaarumakko.	Qo haali meŋ,kibaarumakko.
qen	*Qen* nani kibaarumakko.	Qo haali meŋ,[2] kibaarumakko.
qo	*Qo* nani kibaarumakko.	Qo haali mo,kibaarumakko.
mi	Mi nani kibaarumakko.	Qo haali kam,kibaarumakko.

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[1] The two words *ɗo* and *ga* are used interchangeably to denote *here*, but *ga* is less common.

[2] Note: When *qen* has been used to show the inclusion of speaker and person spoken to, *meŋ* occurs in the next sentence (see 4.2).

f) Progressıve Substıtutıon-Response Drıll

Cue	Stımulus Pattern	Response Pattern
	Mı yıɗı deftere.	Qo qokkı kam, deftere.
qo	Qo yıɗı deftere.	Qo qokkı mo, deftere.
lıgge	Qo yıɗı lıgge.	Qo qokkı mo, lıgge.
ɓe	Ɓe ñȷıɗı lıgge.	Qo qokkı ɓe, lıgge.
ŋgesa	Ɓe ñȷıɗı ŋgesa.	Qo qokkı ɓe, ŋgesa.
meŋ	Meŋ ñȷıɗı ŋgesa.	Qo qokkı meŋ, ŋgesa.
kınkılıba	Meŋ ñȷıɗı kıŋkılıba.	Qo qokkı meŋ, kınkılıba.
qa	Qa yıɗı kíŋkılıba?	Qo qokkı ma, kınkılıba.
lıgge	Qa yıɗı lıgge?	Qo qokkı ma, lıgge.
qon	Qon ñȷıɗı lıgge?	Qo qokkı qon, lıgge.
deftere	Qon ñȷıɗı deftere?	Qo qokkı qon, deftere.
mı	Mı yıɗı deftere.	Qo qokkı kam, deftere.

UNIT R-1
(Review of Units 1 - 5)

R1.0 Recombination Dialogs: (Practice the dialogs first as sample sentence drills, then use the English sentences as cues for carrying on the conversations, finally engage in 'free' conversation using the sentences of the dialogs in any acceptable order.)

1.	A.	Jam waali.	A.	Good morning.
	B.	Jam tan.	B.	Peace.
	A.	Maa ɓiɗɗomaa yahi qekol jooni?	A.	Hope your child has been going to school nowadays?
	B.	Qeeyi, qo yahi qeskul.	B.	Yes, he/she has been going to school.
2.	A.	Qa wayri to saare Bookari na?	A.	Has it been a long time since you have been to Bookari's town?
	B.	Qalaa, mi wayraani ton.	B.	No, it hasn't been long since I have been there.
	A.	Kori qaɗa nana kibaaru baabamaa?	A.	Hope you hear news of your father?
	B.	Qeeyi, kono qo sellaani.	B.	Yes, but he's not well.
	A.	Mi wayri mo yiide.	A.	I've been anxious to see him.
	B.	Qo yahiino saare Bookari.	B.	He went to Bookari's village.
	A.	Yalla qokkur mo jam.	A.	God give him peace.
	B.	Qaamiin.	B.	Amen.
3.	A.	Jam ñallen.	A.	Good afternoon.
	B.	Jam tan.	B.	Peace!
	A.	No ɓiɓɓemon?	A.	How are your children?
	B.	Ɓeɗo qe jam.	B.	They are in peace.
	A.	Kori qoɗon nana kibaaru baabamon?	A.	Hope you hear news of your (pl.) father?
	B.	Qeeyi, kono qo sellaani.	B.	Yes, but he's not well.
	A.	Ko hoɗum heɓi mo?	A.	What's wrong with him?
	B.	Ko koyŋgalmakko muusata.	B.	It's his leg that hurts.
	A.	Maa ɗum ɓuri seeɗa?	A.	Hope it's gotten better?
	B.	Qeeyi, qo ɓuri seeɗa joo.	B.	Yes, it's bit better now.
	A.	Yalla qokkur mo jam.	A.	May God give him peace.
	B.	Qaamiin.	B.	Amen.
4.	A.	Jam ñalli.	A.	Good afternoon.
	B.	Jam tan.	B.	Peace.
	A.	Kori kawmaa yahi to ŋgesamakko?	A.	I trust your uncle has gone to his farm?
	B.	Qeeyi, qo yahi ton.	B.	Yes, he went there.
	A.	Mi wayri mo yiide.	A.	I've been longing to see him.
	B.	Min kadi.	B.	Me too.

	A.	Qaɗa nana kıbaarumakko na?	A.	Do you hear from hım?
	B.	Qalaa, kono ɓe mbıyı qo sellaanı.	B.	No but they say he's ıll.
	A.	Yalla qokkur mo ȷam.	A.	May God gıve hım peace.
	B.	Qaamıın.	B.	Amen.
5.	A.	Honno debbo Jaawo?	A.	How's Jaawo's wıfe?
	B.	Jam tan.	B.	Peace.
	A.	Maa qo wayraanı to saare gorkomakko.	A.	I suppose she hasn't been to her son's vıllage for a long tıme.
	B.	Qalaa, qo wayraanı ton.	B.	No she's not been there for a long tıme.
	A.	Korı tana qala qe neenemum.	A.	Hope nothıng's wrong wıth hıs (Jaawo's) mother?
	B.	Jam tan.	B.	Peace.
	A.	Yalla qokkur ɓe ȷam.	A.	May God gıve them peace.
	B.	Qaamıın.	B.	Amen.
6.	A.	Jam waalı.	A.	Good mornıng.
	B.	Jam tan.	B.	Peace only.
	A.	Honno yımɓe debbomaa?	A.	How are your wıfe's folks?
	B.	Ɓeɗo qe ȷam.	B.	They are well.
	A.	Honno Samba?	A.	[And] how's Samba?
	B.	Qo yahııno saare Jıbel.	B.	He went to Jıbel town.
	A.	Mın, mı wayrı yaade ton.	A.	Me, I haven't been there for a long tıme.
	B.	Ko debbomaa haalı meŋ kıbaarumon.	B.	[It's] your wıfe told us news of you (plural).
	A.	Hoɗum qo haalanı qon?	A.	What has she told you?
	B.	Qo wıyı mawnırawomaa yahı to saare Jıbel.	B.	She saıd your (sg.) older brother went to Jıbel town.
	A.	Qeeyı, qo yahı ȷaŋgurdu to saare Jıbel.	A.	Yes, he went to school ın Jıbel town.
	B.	Honno ŋgesamoɗon?	B.	How's your (pl.) farm?
	A.	Jam tan.	A.	Fıne.
	B.	Mıɗo yaha marse.	B.	I'm en route to market.
	A.	Qawa, ñallen ȷam.	A.	OK, good day.
	B.	Qaamıın.	B.	Amen.
7.	A.	Jam hıırı.	A.	Good evenıng.
	B.	Jam tan.	B.	Peace.
	A.	No ɓeŋgumaa.	A.	How's your famıly?
	B.	Ɓeɗo qe ȷam.	B.	They're well.
	A.	No ɓıɓɓemaa?	A.	How are your chıldren?
	B.	Jam tan.	B.	Fıne.
	A.	Korı ɓe ñȷahı ȷaŋgurdu ȷoonı?	A.	Hope they're attendıng school now?

B.	Qeeyi, ɓe ñjahi jaŋgurdu.	B.	Yes, they've gone to school.
A.	Qa wayri yiide Yómpa na?	A.	Have you seen Yompa in a long time?
B.	Qalaa, mi wayraani 'mo yiide.	B.	No, I haven't seen him in a long time.
A.	Honno kawmaa?	A.	How's your uncle?
B.	Jam tan.	B.	Fine.
A.	Kori qaɗa nana kibaaru neenemaa?	A.	I trust you hear from your mother?
B.	Qalaa, ko jooni tan mi nani kibaarumakko.	B.	No, I just now hear from her.
A.	No baabamaa?	A.	How's your father?
B.	Jam tan.	B.	Fine.
A.	Mbaalen jam.	A.	Goodnight.
B.	Qaamiin.	B.	Amen.

R1.1 Review Drills (of noun and pronoun objects of infinitives)

a) Simple Substitution Drill

Cue	Pattern
	Demba wayri kam yiide.
mo	Demba wayri mo yiide.
ma	Demba wayri ma yiide.
qon	Demba wayri qon yiide.
meŋ	Demba wayri meŋ yiide.
ɓe	Demba wayri ɓe yiide.
qen	Demba wayri qen yiide.
kam	Demba wayri kam yiide.

b) Simple Substitution Drill

Cue	Pattern
	Samba wayri yiide ma.
kam	Samba wayri yiide kam.
qon	Samba wayri yiide qon.
meŋ	Samba wayri yiide meŋ.
ɓe	Samba wayri yiide ɓe.
qen	Samba wayri yiide qen.
mon	Samba wayri yiide mon.
neene	Samba wayri yiide neene.
baaba	Samba wayri yiide baaba.
kaw	Samba wayri yiide kaw.
ma	Samba wayri yiide ma.

c) Progressive Substitution Drill

Cue	Pattern
	Mi wayri ma yiide.
qo	Qo wayri ma yiide.
mo	Qo wayri mo yiide.
meŋ	Meŋ mbayri mo yiide.
ɓe	Meŋ mbayri ɓe yiide.
qon	Qon mbayri ɓe yiide?
kam	Qon mbayri kam yiide?
ɓe	Ɓe mbayri kam yiide.
mo	Ɓe mbayri mo yiide.
mi	Mi wayri mo yiide.
ma	Mi wayri ma yiide.

d) Simple Substitution Drill

Cue	Pattern
	Yompa wayri yiide Jaawo.
mo	Yompa wayri yiide mo.
Bookari	Yompa wayri yiide Bookari.
ɓe	Yompa wayri yiide ɓe.
neenemaa	Yompa wayri yiide neenemaa.
qon	Yompa wayri yiide qon.
kaw	Yompa wayri yiide kaw.
meŋ	Yompa wayri yiide meŋ.
ma	Yompa wayri yiide ma.
Jaawo	Yompa wayri yiide Jaawo.

Repeat drill (d) using the alternate word order permissible with pronoun objects. For example:

	Yompa wayri yiide Jaawo.
mo	Yompa wayri mo yiide. etc.

R-1.2 Review Drills (of subject, object and possessive personal forms)

a) Progressive Substitution-Transformation Drill (Singular object to plural forms)

Cue	Pattern 1	Pattern 2
	Mi haalani ma kibaaru ndu.	Mi haalani qon kibaaru ndu.
qen	Qen kaalani ma kibaaru ndu.	Qen kaalanii qon kibaaru ndu.
mo	Qen kaalani mo kibaaru ndu.	Qen kaalani ɓe kibaaru ndu.
kulle Demba	Qen kaalani mo kulle Demba.	Qen kaalani ɓe kulle Demba.
qa	Qa haalani mo kulle Demba?	Qa haalani ɓe kulle Demba?

	Qa haalani mo kulle Demba?	Qa haalani ɓe kulle Demba.
kam	Qa haalani kam kulle Demba?	Qa haalani meŋ kulle Demba?
qoya hunde	Qa haalani kam qoya hunde?	Qa haalani meŋ qoya hunde?
qo	Qo haalani kam qoya hunde.	Qo haalani meŋ qoya hunde.
ma	Qo haalani ma qoya hunde.	Qo haalani qon qoya hunde.
kibaaru ndu	Qo haalani ma kibaaru ndu.	Qo haalani qon kibaaru ndu.
mi	Mi haalani ma kibaaru ndu.	Mi haalani qon kibaaru ndu.

b) Transformation Drill (Simple perfective with short form pronouns and imperfective with long form pronouns.) Use either pattern as cue for production of the other.

Pattern 1 .	Pattern 2
Mi jaŋgi.	Miɗo jaŋga.
Mi yiyi.	Miɗo yiya.
Qo yiyi.	Qomo yiya.
Qo nani.	Qomo nana.
Ɓe nani.	Ɓeɗo nana.
Ɓe kaali.	Ɓeɗo kaala.
Qen kaali.	Qeɗen kaala.
Qen ŋgokki.	Qeden ŋgokka.
Qon ŋgokki.	Qoɗon ŋgokka.
Qon ñjahi.	Qoɗon ñjaha.
Meŋ ñjahi.	Miɗen ñjaha.
Meŋ ŋgari.	Miɗen ŋgara.
Mi qari.	Miɗo qara.
Mi jaŋgi.	Miɗo jaŋga.

c) Transformation Drill (Singular-Plural. Use either pattern as cue for the other)

Pattern 1	Pattern 2
Miɗo janaa.	Miɗen jaŋga.
Miɗo nana.	Miɗen nana.
Qomo nana.	Ɓeɗo nana.
Qomo yiya.	Ɓeɗo ñjiya.
Miɗo yiya.	Miɗen ñjiya.
Miɗo jaŋga.	Miɗen jaŋga.
Miɗen ŋgara.	Miɗo qara.
Qomo qara	Ɓeɗo ŋgara.
Qomo jaŋga.	Ɓeɗo jaŋga.
Qoɗon jaŋga.	Qaɗa jaŋga.
Qoɗon nana.	Qaɗa nana.
Miɗo nana.	Miɗen nana.
Miɗo jaŋga.	Miɗen jaŋga.

d) Sımple Substıtutıon Drıll

Cue	Pattern
	Honno ɓeŋgumaaɗa?
ɓaaɓamakko	Honno ɓaabamakko?
mıñırawomon	Honno mıñırawomon?
mawnırawomaɓɓe	Honno mawnırawomaɓɓe?
kawmaa	Honno kawmaa?.
bandırawoqam	Honno bandırawoqam?
debbomakko	Honno debbomakko?
ɓeŋgumaaɗa	Honno ɓeŋgumaaɗa?

e) Progressıve Substıtutıon Drıll

Cue	Pattern
	Maa ɓıddomaa yahı qekol ȷoonı?
kaw	Maa kawmaa yahı qekol ȷoonı?
marse	Maa kawmaa yahı marse ȷoonı?
mıñırawo	Maa mıñırawomaa yahı marse ȷoonı?
qeskul	Maa mıñırawomaa yahı qeskul ȷoonı?
mawnırawo	Maa mawnırawomaa yahı qeskul ȷoonı?
ŋgesa	Maa mawnırawomaa yahı ŋgesa ȷoonı?
baaba	Maa baabamaa yahı ŋgesa ȷoonı?
qekol	Maa baabamaa yahı qekol ȷoonı?
ɓıddo	Maa ɓıddomaa yahı qekol ȷoonı?

f) Progressıve Substıtutıon Drıll

Cue	Pattern
	Jaawo haalanı kam kullemakko.
ma	Jaawo haalanı ma kullemakko?
maɓɓe	Jaawo haalanı ma kullemaɓɓe?
mo	Jaawo haalanı mo kullemaɓɓe?
moɗon	Jaawo haalanı mo kullemoɗon.
ɓe	Jaawo haalanı ɓe kullemoɗon.
qameŋ	Jaawo haalanı ɓe kulleqameŋ.
qon	Jaawo haalanı qon kulleqameŋ?
maɓɓe	Jaawo haalanı qon kullemaɓɓe?
meŋ	Jaawo haalanı meŋ kullemaɓɓe.
makko	Jaawo haalanı meŋ kullemakko.
kam	Jaawo haalanı kam kullemakko.

g) Transformatıon Drıll (Noun to Pronoun)

Pattern 1	Pattern 2
Mı haalı debbomakko.	Mı haalı mo.
Qo haalı debbomakko.	Qo haalı mo.
Qo yıyı debbomakko.	Qo yıyı mo.
Qo yıyı yımɓemakko.	Qo yıyı ɓe.
Qa yıyı yımɓemakko?	Qa yıyı ɓe?
Qa qokkı yımɓemakko?	Qa qokkı ɓe?
Qa qokkı rewɓemakko?	Qa qokkı ɓe?
Ɓe ŋgokkı rewɓemakko?	Ɓe ŋgokkı ɓe?
Ɓe nanı rewɓemakko.	Ɓe nanı ɓe.
Ɓe nanı worɓemakko.	Ɓe nanı ɓe.
Meŋ nanı worɓemakko.	Meŋ nanı ɓe.
Meŋ ñȷıyı worɓemakko.	Meŋ ñȷıyı ɓe.
Meŋ ñȷıyı yımɓemakko.	Meŋ ñȷıyı ɓe.
Mı yıyı yımɓemakko.	Mı ñȷıyı ɓe.
Mı haalı yımɓemakko.	Mı haalı ɓe.
Mı haalı debbomakko.	Mı haalı mo.

R1.3 Revıew Drılls of Demonstratıve Pronoun Partıcles

a) Transformatıon Drıll (Possessıve Suffıx and Demonstratıve Partıcle)

Pattern 1	Pattern 2
Mı haalı debbomakko.	Mı haalı debbo qo.
Qo haalı debbomakko.	Qo haalı debbo qo.
Qo yıyı debbomakko.	Qo yıyı debbo qo.
Qo yıyı yımɓemakko.	Qo yıyı yımɓe ɓe.
Qa yıyı yımɓemakko?	Qa yıyı yımɓe ɓe?
Qa qokkı yımɓemakko?	Qa qokkı yımɓe ɓe?
Qa qokkı rewɓemakko?	Qa qokkı rewɓe ɓe?
Ɓe ŋgokkı rewɓemakko?	Ɓe ŋgokkı rewɓe ɓe?
Ɓe nanı rewɓemakko.	Ɓe nanı rewɓe ɓe.
Ɓe nanı worɓemakko.	Ɓe nanı worɓe ɓe.
Meŋ nanı worɓemakko.	Meŋ nanı worɓe ɓe.
Meŋ ñȷıyı worɓemakko.	Meŋ ñȷıyı worɓe ɓe.
Meŋ ñȷıyı yımɓemakko.	Meŋ ñȷıyı yımɓe ɓe.
Mı yıyı yımɓemakko.	Mı yıyı yımɓe ɓe.
Mı haalı yımɓemakko.	Mı haalı yımɓe ɓe.
Mı haalı debbomakko.	Mı haalı debbo qo.

b) Progressive Substitution Response Drill (Respond with alternate demonstrative with suffix /-ya/)

Cue	Pattern 1	Pattern 2
	Ko qo debbo yiyi ɓe na?	Qalaa, ko qoya debbo yiyi ɓe.
ɓe	Ko ɓe rewɓe ñjiyi ɓe na?	Qalaa, ko ɓeya rewɓe ñjiyi ɓe.
worɓe	Ko ɓe worɓe ñjiyi ɓe na?	Qalaa, ko ɓeya worɓe ñjiyi ɓe.
nan	Ko ɓe worɓe nani ɓe na?	Qalaa, ko ɓeya worɓe nani ɓe.
mo	Ko ɓe worɓe nani mo na?	Qalaa, ko ɓeya worɓe nani mo.
qo	Ko qo gorko nani mo na?	Qalaa, ko qoya gorko nani mo.
neɗɗo	Ko qo neɗɗo nani mo na?	Qalaa, ko qoya neɗɗo nani mo.
haal	Ko qo neɗɗo haali mo na?	Qalaa, ko qoya neɗɗo haali mo.
qon	Ko qo neɗɗo haali qon na?	Qalaa, ko qoya neɗɗo haali meŋ.
ɓe	Ko ɓe yimɓe kaali qon na?	Qalaa, ko ɓeya yimɓe kaali meŋ.
rewɓe	Ko ɓe rewɓe kaali qon na?	Qalaa, ko ɓeya rewɓe kaali meŋ.
laaroy	Ko ɓe rewɓe ndaaroyi qon na?	Qalaa, ko ɓeya rewɓe ndaaroyi meŋ.
ɓe	Ko ɓe rewɓe ndaaroyi ɓe na?	Qalaa, ko ɓeya rewɓe ndaaroyi ɓe.
qo	Ko qo debbo laaroyi ɓe na?	Qalaa, ko qoya debbo laaroyi ɓe.
gorko	Ko qo gorko laaroyi ɓe na?	Qalaa, ko qoya gorko laaroyi ɓe.
yii	Ko qo gorko yiyi ɓe na?	Qalaa, ko qoya gorko yiyi ɓe.

R1.4 Recombination Drills

a) Progressive Substitution Drill

Cue	Pattern
	Mi yahiino saare Bookari.
Jaawo	Mi yahiino saare Jaawo.
qo	Qo yahiino saare Jaawo.
yimɓemaa	Qo yahiino saare yimɓemaa.
meŋ	Meŋ ñjahiino saare yimɓemaa.
kawmon	Meŋ ñjahiino saare kawmon.
qon	Qon ñjahiino saare kawmon?
neeneqam	Qon ñjahiino saare neeneqam?
qen	Qen ñjahiino saare neeneqam?
baabamaa	Qen ñjahiino saare baabamaa.
Jaawo	Jaawo ñjahiino saare baabamaa.
mawnirawomaa	Jaawo ñjahiino saare mawnirawomaa.
mi	Mi yahiino saare mawnirawomaa.
Bookari	Mi yahiino saare Bookari.

b) Progressıve Substıtutıon Drıll.

Cue	Pattern
	Mı wayrı yaade saare Jıbel.
qo	Qo wayrı yaade saare Jıbel.
Demba	Qo wayrı yaade saare Demba.
ɓe	Ɓe mbayrı yaade saare Demba.
Samba	Ɓe mbayrı yaade saare Samba.
qon	Qon mbayrı yaade saare Samba?
-maa	Qon mbayrı yaade saaremaa.
yımɓemaa	Yımɓemaa mbayrı yaade saaremaa.
kawmaa	Yımɓemaa mbayrı yaade saare kawmaa.
meŋ	Meŋ mbayrı yaade saare kawmaa.
neenemaa	Meŋ mbayrı yaade saare neenemaa.
mı	Mı wayrı yaade saare neenemaa.
Jıbel	Mı wayrı yaade saare Jıbel.

c) Sımple Substıtutıon Drıll

Cue	Pattern
	Yalla barakın ɓıɗɗomaa.
lıggemon	Yalla barakın lıggemon.
ŋgesamakko	Yalla barakın ŋgesamakko.
ɓeŋguqam	Yalla barakın ɓeŋguqam.
gorkomaaɗa	Yalla barakın gorkomaaɗa.
ɓıɓɓemon	Yalla barakın ɓıɓɓemon.
rewɓe ɓe	Yalla barakın rewɓe ɓe.
worɓe ɓe	Yalla barakın worɓe ɓe.
ɓıɗɗomaa	Yalla barakın ɓıɗɗomaa.

d) Sımple Substıtutıon Drıll

Cue	Pattern
	Honno debbomaa?
kawmakko	Honno kawmakko?
neeneqam	Honno neeneqam?
baabamaɓɓe	Honno baabamaɓɓe?
ɓıɓɓemon	Honno ɓıɓɓemon?
yımɓemaaɗa	Honno yımɓemaaɗa?
rewɓe ɓe	Honno rewɓe ɓe?
worɓe ɓe	Honno worɓe ɓe?
debbomaa	Honno debbomaa?

e) Simple Substitution Drill

Cue	Pattern
	Hoɗum qo haalani qon?
ma	Hoɗum qo haalani ma?
mo	Hoɗum qo haalani mo?
kam	Hoɗum qo haalani kam?
ɓe	Hoɗum qo haalani ɓe?
meŋ	Hoɗum qo haalani meŋ?
Demba	Hoɗum qo haalani Demba?
qon	Hoɗum qo haalani qon?

f) Progressive Substitution Drill

Cue	Pattern
	Hoɗum qo haalani qon?
ɓe	Hoɗum ɓe kaalani qon?
mo	Hoɗum ɓe kaalani mo?
meŋ	Hoɗum meŋ kaalani mo?
ma	Hoɗum meŋ kaalani ma?
Demba	Hoɗum Demba haalani ma?
qon	Hoɗum Demba haalani qon?
mi	Hoɗum mi haalani qon?
ɓe	Hoɗum qo haalani ɓe?
qo	Hoɗum mi haalani ɓe?
qon	Hoɗum qo haalani qon?

g) Progressive Substitution Drill

Cue	Pattern
	Haal kam ko ɓe mbiyi.
qon	Haal kam koon mbiyi.
jaŋg	Haal kam koon jaŋgi.
qo	Haal kam koo jaŋgi.
yii	Haal kam koo yiyi.
meŋ	Haal kam ko meŋ ñjiyi.
yar	Haal kam ko meŋ ñjari.
ɓe	Haal kam ko ɓe ñjari.
wii	Haal kam ko ɓe mbiyi.

h) Simple Substitution Drill

Cue	Pattern
	Haal kam ko hoɗum.
honno	Haal kam ko honno.
Demba	Haal kam ko Demba.
qan	Haal kam ko qan.
qo	Haal kam ko qo.
ɓe	Haal kam ko ɓe.
qon	Haal kam ko qon.
mon	Haal kam ko mon.
meeɗen	Haal kam ko meeɗen.
makko	Haal kam ko makko.

i) Progressive Substitution Drill

Cue	Pattern
	Haalan mo miɗo yaha.
(qon)	Haalan mo qoɗon ñjaha.
qar	Haalan mo qoɗon ŋgara.
(ɓe)	Haalan mo ɓeɗo ŋgara.
haal	Haalan mo ɓeɗo kaala.
(meŋ)	Haalan mo miɗen kaala.
foft	Haalan mo miɗen fofta.
(qo)	Haalan mo qomo fofta.
yaa	Haalan mo qomo yaha.
(qen)	Haalan mo qeɗen ñjaha.
(mi)	Haalan mo miɗo yaha.

j) Simple Substitution Drill

Cue	Pattern
	Haal mo miɗo yaha.
(qon)	Haal mo qoɗon ñjaha.
qar	Haal mo qoɗon ŋgara.
(ɓe)	Haal mo ɓeɗo ŋgara.
haal	Haal mo ɓeɗo kaala.
(meŋ)	Haal mo miɗen kaala.
foft	Haal mo miɗen fofta.
(mi)	Haal mo miɗo fofta.

UNIT 6

6.0 Dialog: Evening Greetings

	-Samba-	
kiirɗaa		(which) you have spent the evening
Jam kiirɗaa?		Have you had a nice evening?
	-Demba-	
Jam tan †		Fine.
	-Samba-	
gorgol [Ø] (gorgolooɓe)		aunt (paternal)
No gorgolmaa?		How is your aunt?
	-Demba-	
Jam tan †		Fine.
	-Samba-	
banda [Ø]/bandiraawo (bandiraaɓe)		cousin
Honno bandiraawomaa?		How is your cousin ?
	-Demba-	
Jam tan †		Fine.
	-Samba-	
jaatigi [Ø] (jaatigiiɓe)		host
No jaatigimaa?		How is your host?
	-Demba-	
Jam tan †		Fine.
	-Samba-	
Kori tána qalaa, qe ɓeŋgumaaɗa?		Hope no trouble with your family?
	-Demba-	
hay		at all (with negative)
Hay tána qalaa, qe maɓɓe.		There is nothing at all wrong with them. ('with their [health]).
	-Samba-	
No miñiraawogorkomaa?		How is your younger brother?
	-Demba-	
Jam tan †		Fine.
	-Samba-	
Honno debbo kawmaa?		How is your uncle's wife?
No ɓiɗɗomakko?		How is her baby?

	-Demba-	
Jam tan ↑		Fine.
	-Samba-	
qaray		will come, may come
kiikiiɗe [ɗe] (no sing.)		evening
Miɗo yaha galle, kono mi qaray kiikiiɗe.		I am going home, but will come in the evening.
	-Demba	
taw		find
taway		will find
Qawa, qa táway kam ɗo.		OK, you will find me here.
	-Samba-	
Qawa, ñallen jam, Demba.		OK, (good) may we have a peaceful afternoon.
	-Demba-	
jaaree[1]		be thanked
jaaraama		have been thanked
Qa jaaraama, Samba.		Thank you Demba.

6.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

Cue	Pattern
	Kori tána qalaa, qe ɓeŋgumaaɗa?
bandirawoqam	Kori tána qalaa, qe bandirawoqam?
gorgolmaa	Kori tána qalaa, qe gorgolmaa?
debbomakko	Kori tána qalaa, qe debbomakko?
rewɓemaɓɓe	Kori tána qalaa, qe rewɓemaɓɓe?
ɓiɓɓemoɗon	Kori tána qalaa, qe ɓiɓɓemoɗon?
neenemon	Kori tána qalaa, qe neenemon?
baabamaaɗa	Kori tána qalaa, qe baabamaaɗa?
kawqam	Kori tána qalaa, qe kawqam?
mawnirawomakko	Kori tána qalaa, qe mawnirawomakko?
ɓeŋgumaaɗa	Kori tána qalaa, qe ɓeŋgumaaɗa?

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[1] This form is the passive voice singular imperative of a verb the root of which is jaar. In the active voice jaar means 'greet', 'thank'.

b) Sımple Substıtutıon Drıll

Cue	Pattern
	Hay tána qalaa, qe maɓɓe.
makko	Hay tána qalaa, qe makko.
mum	Hay tána qalaa, qe múm.
ɓe	Hay tána qalaa, qe ɓe.
qam	Hay tána qalaa, qe qám.
maɓɓe	Hay tána qalaa, qe maɓɓe.

c) Response Drıll

Korı tána qalaa, qe ɓeŋgumaaɗa?	Hay tána qalaa, qe maɓɓe.
Korı tána qalaa, qe neenemaa?	Hay tána qalaa, qe makko.
Korı tána qalaa, qe jaatıgımakko?	Hay tána qalaa, qe múm.
Korı tána qalaa, qe ɓé?	Hay tána qalaa, qe maɓɓe.
Korı tána qalaa, qe moɗon?	Hay tánaa qala, qe méŋ.
Korı tána qalaa, qe maaɗa?	Hay tána qalaa, qe qám.
Korı tána qalaa, qe yımɓemakko?	Hay tána qalaa, qe maɓɓe.
Korı tána qalaa, qe baabamaa?	Hay tána qalaa, qe makko.

d) Response Drıll

Qa taway kam ɗo na?	Qalaa, mı taway ma to ↑
Qo taway ma ɗo na?	Qalaa, qo taway kam to ↑
Qon taway mo ɗo na?	Qalaa, meŋ taway mo to ↑
Ɓe taway qon ɗo na?	Qalaa, ɓe taway meŋ to ↑
Qen taway qon ɗo na?	Qalaa, qon taway meŋ to ↑
Meŋ taway ma ɗo na?	Qalaa, qon taway kam to ↑
Qa taway mo ɗo na?	Qalaa, mı taway mo to ↑
Qa taway kam ɗo na?	Qalaa, mı taway ma to ↑

e) Progressıve Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Mıɗo yaha galle, kono mı qaray kııkııɗe.
qomo	Qomo yaha galle, kono qo qaray kııkııɗe.
saare	Qomo yaha saare, kono qo qaray kııkııɗe.
ɓeɗo	Ɓeɗo ñjaha saare, kono ɓe ŋgaray kııkııɗe.
marse	Ɓeɗo ñjaha marse, kono ɓe ŋgaray kııkııɗe.
mıɗen	Mıɗen ñjaha marse, kono meŋ ŋgaray kııkııɗe.
jaŋgurdu	Mıɗen ñjaha jaŋgurdu, kono meŋ ŋgaray kııkııɗe.
qoɗon	Qoɗon ñjaha jaŋgurdu, kono qon ŋgaray kııkııɗe.
galle	Qoɗon ñjaha galle, kono qon ŋgaray kııkııɗe.
mıɗo	Mıɗo yaha galle, kono mı qaray kııkııɗe.

6.2 Note: Active Perfective Verb Forms, Stative Verbs and Action Verbs

The concept 'Perfective' must not be confused with past time. In English we employ such 'future perfect' forms as 'I will have finished before that time'. Similarly in Fula while perfective forms commonly have a past denotation, they are by no means to be confused with a past tense. Note:

Note: Si mi haali, kaalaa. 'When I have spoken, you are to speak.'

Actually speakers of Fula are not primarily concerned about the time of an action as past, present or future, but about the aspect of the action as finished, unfinished, potential, etc. When a past denotation is clearly, needed the suffix /-no/ ('preterit') as added to a verb inflected in any aspect. Thus:

Thus: Mi yahiino saare Bookari. 'I'd gone to Bookari's village.'

where the fact that the action is finished is indicated by the perfective aspect suffix /-i/ and the fact that this finishing of the action took place in the past is denoted by /-no/.

There are basically, in the active voice, two perfective forms: simple and preterit. These can be illustrated with any verb - say qar 'come':

Simple:	qo qari	'he came' (prior to the time of reference) simple narrative perfective
Preterit:	qo qariino	'he had come' (prior to a time before the time of reference)

Each of these forms has a negative equivalent:

Simple:	qo qaraani	'he didn't come' / 'he hasn't come'
Preterit:	qo qaraano	'he hadn't come'

There is another form which employs the long form personal pronouns (or other subject plus [no/na]), and the simple perfective form. Since this form, like the same subject forms plus imperfective verb forms described in 4.6, forms an equational or situational phrase describing a state in being (as a result of a finished action) at the time of reference, we call this the stative form.

Stative:	qomo qari	'he is come' (that is he has come and is, presumably, now here as a result)

This stative form has no special negative - one of the negatives outlined above being used to express the negation of this equation: qo qaraani 'he hasn't come'.

The translations provided for the examples above are not entirely indicative of the range of meaning or of usage of these forms.

The situation is complicated by the existance of certain verbs relating to feelings, states of health, possession etc., which occur very commonly in the stative form and rather less often in other forms. Perfective forms of these verbs commonly receive a translation into English with a *present* rather than a past form of the English verb. For example:

qomo heɓi	'he has' ('he is in a state of possessing')
qomo selli	'He is well' ('he is in a state of being well')
Samba no ɓuri	'Samba is better' ('Samba is in a state of being improved')
Ɗum na moɗɗyi	'That's good.'

Such verbs commonly also receive a *present* translation in English when they occur in the simple perfective:

qo heɓi	'he has' ('he secured - hence has - habitually or generally')
Demba jaɓi	'Demba approves'

In contrast, verbs which do not commonly occur in stative form and which relate to actions, commonly receive a past translation:

qo yahi	'He went'

This situation is a little reminiscent of what happens in the English *present* forms of verbs relating to feelings, states of health etc. We say 'I think', 'I feel', 'I believe', 'I have', etc. but seldom use the progressive form - or require a change of 'meaning' when we do: 'I'm thinking' means that I'm cogitating but haven't yet arrived at a conclusion, in contrast to 'I think' meaning that I already have an opinion.

It is convenient to refer to verbs which relate to such *states* more often than to actions as *stative* verbs. Remember, however, that this is not a *formal*, distinction, since most verbs can occur in stative form. It is rather a convenient designation for a group of verbs with a certain semantic unity as contrasted to another group of *action* verbs. Note also, that many concepts which, in English, are expressed by *adjectives* are, in Fula, expressed by *stative verbs*.

When 'action' verbs occur in stative form, the sense is that the action must have been, or reportedly has been, performed:

Qomo qari ɗo.	'He is [evidently, apparently, presumably or reportedly] (come) here.' (but I don't know it for sure)

That is to say that the subject is evidently in a state of having come here but, not having seen the action, I cannot report this as a definite perfected act but only as state resulting from the action.

A. The Simple Perfective Form

Note these sentences from the dialogs:

Group I.

1.	Dum na moɗɗyi.	'That is good.'
2.	---Demba heɓi ligge moɗɗyo.	'---Demba has a good job.'
3.	Jaŋgo, si Qalla jaɓi.	'Tomorrow, if God is willing.'
4.	Kori ɓiɗɗomaa yahi jaŋgurdu jooni.	'I trust your child is attending school now.'
5.	Qeeyi, qo ɓuri jooni.	'Yes, he is better now.'

These sentences illustrate primarily 'stative' verbs used in simple perfective form to show present state. In sentence No. 1 the particle na signals the stative form. The others are not in stative form. In the case of yahi in No. 4, Fula reflects the same kind of semantic distinction as English between 'to go to school' meaning 'to be en route to school' and the same phrase meaning 'to attend school'. In the latter sense this verb is susceptible of a stative interpretation. Contrast:

Biɗɗoqam no yaha jaŋgurdu jooni.	'My child is going ('en route') to school now.'
Biɗɗoqam yahi jaŋgurdu jooni.	'My child just now went to school.' or 'My child is now attending school.'

The translation of the latter sentence depending upon context.

Group II.

1.	Jam waali.	'Good morning' ('Peace has passed the night.')
2.	Jam ñalli.	'Good afternoon.'
3.	Qo wiyi, Demba---	'She said, Demba---
4.	Neeneqam yahi saare Jibel.	'My mother went to Jibel village.'
5.	Si mi haali, kaalaa.	'When I've spoken, you are to speak.' or 'When I speak, you speak.'

These sentences illustrate the simple perfective form of action verbs which simply narrate an action which, at the time of reference, is/was/will be finished. This form is used for matter-of-fact narration of events (usually past). In sentence No. 5 the time is not past but si 'when' or 'if' indicates that the completion of action is prerequisite to what follows.

B. Emphatic Active Perfective Forms

There is a form of the perfective which is characterized by an emphatic or contrastive stress on the /-i/ suffix. The function of this form as compared with the simple perfective is analogous to the distinction between the 'present perfect' and the simple past of English.

'He came here.'
'He has [already] come here.

The word [already] is not essential to the proper understanding of the English sentence but does contribute an element of emphasis which is present in the analogous Fula sentences:

Qo qari ɗo.
Qo qarí ɗo.

The contrastive stress represented by the stress mark in the second sentence is not here a displacement of the normal phrase stress since that falls on the /-i/ in the first sentence. What is represented is a lengthening and raising of pitch of the stressed syllable beyond that associated with normal phrase stress.

With what we have called 'stative' verbs this emphatic form usually carries a sense of emphasizing the underlying action rather than the state. Contrast:

qo heɓi	'he has'
qo heɓí	'he has gotten'
qo jaɓi	'he is willing'
qo jaɓí	'he has agreed'

In some contexts the meaning of this form may seem more akin to English emphatic *do* (or another stressed auxiliary verb or form of *be*):

qo jaɓí	'he has agreed' or 'he *is* willing' (I know because I secured his agreement.)
qo qarí ɗo	'he has come here' or 'he *did* come here' (I know because I saw him)

In the middle and passive voices the emphatic perfective is characterized by a suffix [-ma] which we have seen exemplified in eg. *Qa jaaraama*. 'You have been thanked.' This will be taken up when these voices are introduced later in these materials.

C. The Perfective Preterit

Mi yahiino, to saare Bookari. 'I'd gone to Bookari's village.'

The preterit suffix /-no/ is regularly added to the perfective form. The denotation is of an action which preceded a time prior to the reference time. In the dialog from which the sentence above was taken the preceding sentence employed the perfective.

Mi wayri ma yiide. 'I haven't seen you for a long time.'

with the implication that this action has been frustrated for some time. In the answer the preterit form denotes that the action of going preceded the period covered by wayri (which was, of course, prior to the time of speaking) and was in some sense responsible for the delay in seeing.

6.3 Grammar Drills on Perfective Forms

Part I: Learning Drills

a) Transformation Drill (Change the verb forms from simple perfective to emphatic perfective forms. Note the translations for hints about the meaning differences involved.)

Pattern 1	Translation	Pattern 2	Translation
Qo qokki kam, deftere nde.	He gave me the book.	Qo qokkí kam, deftere nde.	He has [already] given me the book.
Qen ñjiyi mo.	We saw him in town. (statement of simple fact)	Qen ñjiyí mo.	We saw him in town. (In reply to a question such as 'Where is Samba?')
Ɓe ñjari kiŋkiliba, to galleqam.	They drank herb tea at my place.	Ɓe ñjarí kiŋkiliba, to galleqam.	They have [already] drunk herb tea at my place (so don't need to be offered it here).
Qo nani kibaaru ndu.	He heard the news.	Qo naní kibaaru ndu.	He has heard the news [already].
Qaynaaɓe ɓe ñjahi, to saare Bookari.	he shepherds went to Bookari's.	Qaynaaɓe ɓe ñjahí, to saare Bookari.	The shepherds have gone to Bookari's village. (Hence are not here)

b) Transformation Drill (Using the sentences of drill (a) as cues produce equivalent negative sentences.)

Qo qokkaani kam, deftere nde.	He didn't give/ hasn't given me the book.
Qen ñjiyaani mo, to saare nde.	We didn't see him in town.
Ɓe ñjaraani kiŋkiliba, to galleqam.	They didn't drink herb tea at my place.
Qo nanaani kibaaru ndu.	He didn't hear/hasn't heard the news.
Qaynaaɓe ɓe ñjahaani, to saare Bookari.	The shepherds didn't go/haven't gone to Bookari's village.

c) Transformation Drill (Change the stative verbs from stative form [with long personal pronouns or noun subjects with no/na] to simple perfective form. Note the meaning changes.)

Pattern 1	Translation	Pattern 2	Translation
Beɗo jaɓi qokkude worɓe ɓe deftere nde.	They are willing to give the men the book. (under certain circumstances)	Ɓe jaɓi qokkude worɓe ɓe, deftere nde.	They agree to give the men the book.
Miɗo heɓi ligge.	I've got a job. [already]	Mi heɓi ligge.	I have a job. [to do]
Yompa no selli jooni.	Yompa is in good health nowadays.	Yompa selli jooni.	Yompa is now well.
Qomo ɓuri.	He's improving.	Qo ɓuri.	He's better.

d) Transformation Drill (Using the sentences of Drill (c) [pattern 1] as cues, produce the negative pattern.)

Ɓe jaɓaani qokkude worɓe ɓe deftere nde.	They didn't agree to give the men the book.
Mi heɓaani ligge.	I don't have work.
Yompa sellaani jooni.	Yompa is not well now.
Qo ɓuraani.	He's not better.

e) Transformation Drill (Change the action verbs from simple perfective form to stative form. Note the meaning changes.)

Pattern 1	Translation	Pattern 2	Translation
Samba tawi ɗum, to galleqam.	Samba found it at my place.	Samba no tawi ɗum to galleqam.	Samba seems to have found it at my place.
Qo qari ɗo.	He came here.	Qomo qari ɗo.	He is [apparently] (come) here.
Ɓe nani kulle Samba.	They heard about Samba.	Ɓeɗo nani kulle Samba.	They must have heard about Samba. (They are in possession of the facts)

f) Transformation Drill (Using the sentences of Drill (e) [pattern 1] produce the emphatic perfective equivalent and the negatives.)

Pattern 1	Translation	Pattern 2	Translation
Samba tawí ɗum, to galleqam.	Samba has found it at my place.	Samba tawaani ɗum, to galleqam.	Samba didn't find it at my place.
Qo qarí ɗo.	He has come here.	Qo qaraani ɗo.	He didn't/hasn't come here.
Ɓe naní, kulle Samba.	They've heard about Samba.	Ɓe nanaani, kulle Samba.	They didn't hear/ haven't heard about Samba.

g) Transformation Drill (Change the verbs to preterit forms).

Pattern 1	Translation	Pattern 2	Translation
Baabaqam qokki kam, deftemaɓɓe.	My father gave me their books.	Baabaqam qokkiino kam, deftemaɓɓe.	My father had given me their books.
Qa haali kam, kulle jaŋgurdumakko.	He told me about his school.	Qo haaliino kam, kulle jaŋgurdumakko.	He had told me about his school.

Mi heɓi, Samba heɓi, ɓe kadi keɓi, kono Demba heɓaani hay hunde.	I got [some], Samba got [some], they also got [some], but Demba didn't get anything.	Mi heɓiino, Samba heɓiino ɓe kadi keɓiino, kono Demba heɓaano hay hunde.	I'd gotten [some], Samba had gotten [some], they too had gotten [some] but Demba hadn't gotten anything.
To marse, qo nani kibaaru ndu.	It was at market he heard the news.	To marse, qo naniino kibaaru ndu.	It was at market he had heard the news.
Meŋ ŋgokki mo, deftere nde.	We gave him the book.	Meŋ ŋgokkiino mo, deftere nde.	We had given him the book.

Part II: Practice Drills

a) Simple Substitution Drill

Cue	Pattern
	Kono qo sellaani.
mi	Kono mi sellaani.
qa	Kono qa sellaani.
qon	Kono qon cellaani?
ɓe	Kono ɓe cellaani?
meŋ	Kono meŋ cellaani?
qen	Kono qen cellaani?
mi	Kono mi sellaani.

b) Simple Substitution Drill

Cue	Pattern
	Qo yahi jaŋgurdu.
mi	Mi yahi jaŋgurdu.
qa	Qa yahi jaŋgurdu?
qon	Qon ñjahi jaŋgurdu?
ɓe	Ɓe ñjahi jaŋgrudu.
meŋ	Meŋ ñjahi jaŋgurdu.
qen	Qen ñjahi jaŋgurdu.
qo	Qo yahi jaŋgurdu.

c) Simple Substitution Drill

Cue	Pattern
	Mi yahiino, saare Bookari.
qo	Qo yahiino, saare Bookari.
qa	Qa yahiino, saare Bookari?
ɓe	Ɓe ñjahiino, saare Bookari.
qon	Qon ñjahiino, saare Bookari?
meŋ	Meŋ ñjahiino, saare Bookari.
qen	Qen ñjahiino, saare Bookari.
mi	Mi yahiino, saare Bookari.

d) Progressive Substitution Drill

Cue	Pattern
	Mi yahiino, saareqam.
qo	Qo yahiino, saareqam.
-makko	Qo yahiino, saaremakko.
qa	Qa yahiino, saaremakko?
-maa	Qa yahiino, saaremaa?
qon	Qon ñjahiino, saaremaa?
-moɗon	Qon ñjahiino, saaremoɗon?
meŋ	Meŋ ñjahiino, saaremoɗon.
-meɗen	Meŋ ñjahiino, saaremeɗen.
qen	Qen ñjahiino, saaremeɗen.
-qameŋ	Qen ñjahiino, saareqameŋ.
ɓe	Ɓe ñjahiino, saareqameŋ.
-maa	Ɓe ñjahiino, saaremaa.
mi	Mi yahiino, saaremaa.
-qam	Mi yahiino, saareqam.

6.4 Note: Optative and Imperative Verb Forms - Active Voice

Note the sentences:

1.	Yalla qokkur ɓe jam.	'May God give them peace!'
2.	Haal kadi.	'Say [it] again!'
3.	Haalanam kadi.	'Say [it] to me again!'
4.	Quddit deftermon.	'Open your books!'
5.	Jaŋgu qo.	'Read this!'

Sentence 1 illustrates a verb phrase consisting of the particle yo, a subject, and the root or base of the verb without suffix. This phrase expresses a wish that the subject may perform the action and is called the 'optative' form. The verb base is stressed in the phrase. The consonant-final base of the verb may be suffixed with /-a/ in the singular forms and is so inflected in plural forms. Thus the verb form here resembles either the imperative (root or base alone - see below) or the imperfective verb stem (root or base plus /-a/ in the active voice). With the verb root *yaa* the forms are as follows:

Yo mi yaa. / Yo mi yaha.	'Let me go.'
Yaa yaa. / Yaa yaha.	'May you go.'
Yoo yaa. / Yoo yaha.	'Let him go.'
Yo meŋ ñjaha.	'Let us go.'
Yo qen ñjaha.	'Let us all go.'
Yo qon ñjaha.	'May you (pl.) go.'
Yo ɓe ñjaha.	'Let them go.'

Note that *yo* + *qa* may elide to *yaa* while *yo* + *qo* may elide to *yoo*. *Yo* also elides with /qa/ or /qo/ initials of nouns as in sentence 1 above.

The second person forms of the optative are relatively rare, being commonly substituted by the imperative proper, which consists of the verb base alone for the singular and with consonant alternation and the suffix /-ee/ for the plural. If the verb base ends with two consonants the suffix /-u/ appears in the singular. With some verbs learned to date the singular and plural active imperative forms are as follows (use this list as a grammar drill). The negative of the imperative is formed by the form *wotaa* or *wataa* preceding the imperative form of the verb. The base of the verb is stressed in singular and plural, positive and negative.

Verb Root	Singular	Plural	Translation	Negative
waal	Waal!	Mbaalee!	Spend the night!	Wataa waal!
yah	Yaa!	Ñjahee!	Go!	Wataa yaa!
qokk	Qokku!	Ŋgokkee!	Give!	Wataa qokku!
qar	Qar!	Ŋgaree!	Come!	Wataa qar!
haal	Haal!	Kaalee!	Speak!	Wataa haal!
heɓ	Heɓ!	Keɓee!	Get!	Wataa jaɓ!
jaɓ	Jaɓ!	Jaɓee!	Agree!	Wataa jaɓ!
yar	Yar!	Ñjaree!	Drink!	Wataa yar!
jaŋg	Jaŋgu!	Jaŋgee!	Read!	Wataa jaŋgu!
qudd	Quddu!	Ŋguddee!	Close!	Wataa quddu!
quddit	Quddit!	Ŋgudditee!	Open!	Wataa quddit!
hiir	Hiir!	Kiiree!	Spend the evening!	Wataa hiir!

Certain 'injunctive' forms to be treated later are also used to make suggestions for action.

6.5 Grammar Drills on Imperative and Optative Forms.

a) Progressive Substitution Drill

	Pattern
	Yoo yaa, to marse.
ɓe	Yo ɓe ñjaha to marse.
ñall	Yo ɓe ñallu, to marse.
saare	Yo ɓe ñallu, to saare.
meŋ	Yo meŋ ñallu, to saare.
yaa	Yo meŋ ñjaha to saare.
jaŋgurdu	Yo meŋ ñjaha to jaŋgurdu.
Demba	Yo Demba yaa, to jaŋgurdu.
waal	Yo Demba waal, to jaŋgurdu.
marse	Yo Demba waal, to marse.
qo	Yoo waal, to marse.
yaa	Yoo yaa, to marse.

b) Random Substitution Drill

Cue	Pattern
	Yoo nana, kibaaru ndu.
meŋ	Yo meŋ nana, kibaaru ndu.
haal	Yo meŋ kaala, kibaaru ndu.
ɓe	Yo ɓe kaala, kibaaru ndu.
baabaqam	Yo baabaqam haala, kibaaru ndu.
nan	Yo baabaqam nana, kibaaru ndu.
Samba	Yo Samba nana, kibaaru ndu.
qo	Yoo nana, kibaaru ndu.

c) Progressive Substitution Drill

Cue	Pattern
	Yoo yaa, to marse.
ñallu	Yo ñallu, to marse.
saare nde	Yoo ñallu, to saare nde.
ɓe	Yo ɓe ñallu, to saare nde.
yaa	Yo ɓe ñjaha, to saare nde.
marse	Yo ɓe ñjaha, to marse.
meŋ	Yo meŋ ñjaha, to marse.
waal	Yo meŋ mbaala, to marse.
galleqameŋ	Yo meŋ mbaala, to galleqameŋ.
Demba	Yo Demba waal, to galleqameŋ.

	Yo Demba waal, to galleqameŋ.
qar	Yo Demba qar, to galleqameŋ.
saare nde	Yo Demba qar, to saare nde.
qa	Yaa qar, to saare nde.
ñallu	Yaa ñallu, to saare nde.
galle Bookarı	Yaa ñallu, to galle Bookarı.
meŋ	Yo meŋ ñalla, to galle Bookarı.
yaa	Yo meŋ ñȷaha to galle Bookarı.
marse	Yo meŋ ñȷaha to marse.
qo	Yoo yaa, to marse.

d) Progressıve Substıtutıon Drıll

Cue	Pattern
	Sı qo yahı tan, ŋgaree.
mı	Sı mı yahı tan, ŋgaree.
qar	Sı mı qarı tan, ŋgaree.
foft	Sı mı qarı tan, foftee.
ɓe	Sı ɓe ŋgarı tan, foftee.
yaa	Sı ɓe ñȷahı tan, foftee.
ȷaŋg	Sı ɓe ñȷahı tan, ȷaŋgee.
meŋ	Sı meŋ ñȷahı tan, ȷaŋgee.
qar	Sı meŋ ŋgarı tan, ȷaŋgee.
qudd	Sı meŋ ŋgarı tan, ŋguddee.
qon	Sı qon ŋgarı tan, ŋguddee.
yaa	Sı qon ñȷahı tan, ŋguddee.
quddıt	Sı qon ñȷahı tan, ŋguddıtee.
qa	Sı qa yahı tan, ŋguddıtee.
qar	Sı qa qarı tan, ŋguddıtee.
kıır	Sı qa qarı tan, kııree.
qo	Sı qo qarı tan, kııree.
yaa	Sı qo yahı tan, kııree.
qar	Sı qo yahı tan, ŋgaree.

UNIT 7

7.0 Dıalog: A Remedy for a Headache.

	-Demba-	
Jam waalı.		Good mornıng.
	-Samba-	
Jam tan ↑		Greetıng.
	-Demba-	
Korı tána qalaa?		I hope all's well?
	-Samba-	
Jam tan ↑		Fıne.
	-Demba-	
haŋkı		yesterday
Haŋkı mı sellaano.		Yesterday I wasn't well.
	-Samba-	
heɓno		whıch had (relatıve verb form - preterıt)
Ko hoɗum heɓno ma?		What was the matter ('ıt ıs what thıng had you')?
	-Demba-	
tawo		at that tıme, then
hoore [nde] (koqe)		head; self
Tawo hooreqam ɦa muusa.		At that tıme I had a headache.
	-Samba-	
docotor [Ø] (dokotorooɓe)		doctor, physıcıan
Qa yahı to dokotormaa na?		Have you been to your doctor?
	-Demba-	
Qeeyı ↑ mı yahııno.		Yes, I have been [to hım].
	-Samba-	
ñȷahaa		you (sg.) are to go
lel		lıe down, be lyıng
lelaa		you (sg.) are to lıe down
haa		untıl, up to, as far as
ɓandu [ndu] (ɓallı)		body
Qawa, ñȷahaa, lelaa, haa ɓandumaa ɓura.		OK. go lıe down untıl you[r body] get[s] better.

	-Demba-	
Qalaa ↑ miɗo yiɗi yaade saare.		No, I want to go to town.
	-Samba-	
waɗ		do, make; happen
mbaɗtaa		which you will do
Hóɗum mbaɗtaa, to saare?		What are you going to do in town?
	-Demba-	
Miɗo laaroya neeneqam.		I am to go see [look for] my mother.
	-Samba-	
waɗaa		you (sg.) are to do
leemuna [0] (leemunaaji)		lime (fruit)
ndiyam [ɗam] ( )		water
ñjaraa		you (sg.) are to drink
Waɗaa leemuna, qe ndiyam, ñjaraa ɗum.		Put ('do') lime in water [and] drink it.
	-Demba-	
lekki [ki] (lekkiiji)		medicine, herb
tuubaako [0] (tuubaakooɓe)		European (white man)
ñjaratami		which I'll drink
Mi heɓi lekki tuubaakooɓe, ɗum ñjaratami.		I have European medicine, that's what I will drink.
	-Samba-	
baasi		trouble, something wrong
Báasi qala. Miɗo yaha, haa jaŋgo.		OK! I am going [away] till tomorrow.
	-Demba-	
salmin		greet, regard, compliment
salminaa		you (sg.) are to greet
nani		hear!, pay attention!, without fail
Qawa, salminaa kam, ɓeŋgumaa, nani.		OK., greet your family for me, hear!
	-Samba-	
Ɓe nanay. Qa jaaraama.		They will hear, thank you.

7.1 Varıatıon Drıll on Basıc Sentences

a) Progressıve Substıtutıon Drıll

New words:

ɓaawo	[ŋgo]	(ɓaawe)	- back; before
ñıındere	[nde]	(ñııɗye)	- teeth
nofru	[ndu]	(noppı)	- ear
wuro	[ŋgo]	(gure)	- cattle shed
yıtere	[nde]	(gıte)	- eye
daande	[nde]	(daaɗe)	- neck
ȷuŋgo	[ŋgo]	(ȷuuɗe)	- hand,arm

Cue	Pattern
	Tawo *hoore*qam na muusa.
koyŋgal	Tawo koyŋgal*qam* na muusa.
-makko	Tawo koyŋgalmakko na *muusa*.
ɓurı	Tawo *koyŋgal*makko na ɓurı.[1]
ȷuŋgo	Tawo ȷuŋgo*makko* na ɓurı.
-maa	Tawo ȷuŋgomaa na *ɓurı*.
sellı	Tawo *ȷuŋgo*maa na sellı.
ɓaawo	Tawo ɓaawo*maa* na *sellı*.
muusa	Tawo *ɓaawo*makko na muusa.
daande	Tawo daande*makko* na *muusa*.
-qam	Tawo daandeqam na *muusa*.
ɓurı	Tawo *daande*qam na ɓurı.
ñııɗye	Tawo ñııɗye*qam* na ɓurı.
sellı	Tawo *ñııɗye*makko na sellı.
noppı	Tawo noppı*makko* na sellı.
-maa	Tawo noppımaa na *sellı*.
musa	Tawo *noppı*maa na muusa.
hoore	Tawo hoore*maa* na muusa.
-qam	Tawo hooreqam na *muusa*.

b) Progressıve Substıtutıon Drıll

Cue	Pattern
	Lelaa, haa *ɓandumaa* ɓura.
hoore	*Lel*aa, haa hooremaa ɓura.
waal	Waalaa, haa *hoore*maa ɓura.
ñııɗye	*Waal*aa, haa ñııɗyemaa ɓura.
lel	Lelaa, haa *ñııɗyemaa* ɓura.

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[1] Note that ın thıs pattern *statıve* verbs appear ın perfectıve form (the 'statıve constructıon') whıle *actıon* verbs are ın the ımperfectıve (see 6.2).

	Lelaa, haa ñiiɗyemaa ɓura.
ɓaawo	Lelaa haa ɓaawomaa ɓura.
waal	Waalaa, haa ɓaawomaa ɓura.
daande	Waalaa, haa daandemaa ɓura.
lel	Lelaa, haa daandemaa ɓura.
noppi	Lelaa, haa noppimaa ɓura.
waal	Waalaa, haa noppimaa ɓura.
koyŋgal	Waalaa, haa koyŋgalmaa ɓura.
foft	Foftaa, haa koyŋgalmaa ɓura.
ɓandu	Foftaa, haa ɓandumaa ɓura.
lel	Lelaa, haa ɓandumaa ɓura.

c) Progressive Substitution Response Drill

Cue	Question Pattern	Answer Pattern
	Qa yahi to dokotormaa na?	Qeeyi ↑ mi yahi to dokotorqam.
ɓe	Ɓe ñjahi to dokotormaɓɓe na?	Qeeyi ↑ ɓe ñjahi to dokotormaɓɓe.
saare	Ɓe ñjahi to saaremaɓɓe na?	Qeeyi ↑ ɓe ñjahi to saaremaɓɓe.
qo	Qo yahi to saaremakko na?	Qeeyi ↑ qo yahi to saaremakko.
jaŋgurdu	Qo yahi to jaŋgurdumakko na?	Qeeyi ↑ qo yahi to jaŋgurdumakko.
qon	Qon ñjahi to jaŋgurdumoɗon na?	Qeeyi ↑ meŋ ñjahi to jaŋgurduqameŋ/-meɗen.
ŋgesa	Qon ñjahi to ŋgesamoɗon na?	Qeeyi ↑ meŋ ñjahi to ŋgesaqameŋ/-meɗen.
qa	Qa yahi to ŋgesamaa na?	Qeeyi ↑ mi yahi to ŋgesaqam.
wuro	Qa yahi to wuromaa na?	Qeeyi ↑ mi yahi to wuroqam.
ɓe	Ɓe ñjahi to wuromaɓɓe na?	Qeeyi ↑ ɓe ñjahi to wuromaɓɓe.
saare	Ɓe ñjahi to saaremaɓɓe na?	Qeeyi ↑ ɓe ñjahi to saaremaɓɓe.
neenemaa	Neenemaa yahi to saaremakko na?	Qeeyi ↑ neeneqam yahi to saaremakko.
dokotor	Neenemaa yahi to dokotormakko na?	Qeeyi ↑ neeneqam yahi to dokotormakko.
qa	Qa yahi to dokotormaa na?	Qeeyi ↑ mi yahi to dokotorqam.

7.2 Note: Negatives to date

Note the sentences:

1. Kori tána qala?	'[I] hope nothing's wrong?'
2. Kono qo sellaani.	'But he's not well.'
3. Haŋki mi sellaano.	'Yesterday I was not well.'

There are actually many fewer negative forms in Fula than positive ones, with the result that subtle shades of difference possible to specify in a positive sentence are less specific in the negative. Sentence 1 above illustrates the form qala or qalaa, which functions as both the short negative 'no!' and a negative of the existence of the thing or state described. Thus this sentence is literally 'Hopefully trouble is non-existent?' Another example of the use of this negative 'stative' form is:

Samba no ɗo na? Qalaaʼ qo qalaa ɗo. 'Is Samba here. No, he isn't (here).'

Sentences 2 and 3 illustrate other negative verbal forms. The negative forms of verbs are regularly characterized by a suffix /-aa/. In sentence 2 this is followed by /-ni/ which contains the /-i/ characteristic of perfective forms and is the negative active perfective suffix. Sentence 3 has a suffix /-no/ which is characteristic of all preterit verbal forms in Fula. Since sell is a 'stative' verb, sentence 2 has a perfective verb form but describes a present state while 3 has a past perfective form and describes a past state.

7.3 Grammar Drills on Simple Perfective Negatives

a) Simple Substitution-Correlation Drill

Cue	Pattern	
	Mi wiyaani, yo ɓe ŋgara.	'I didn't tell them to come.'
qo	Qo wiyaani, yo ɓe ŋgara.	
qa	Qa wiyaani, yo ɓe ŋgara.	
qon	Qon mbiyaani, yo ɓe ŋgara.	
meŋ	Meŋ mbiyaani, yo ɓe ŋgara.	
qen	Qen mbiyaani, yo ɓe ŋgara.	
ɓe	Ɓe mbiyaani, yo ɓe ŋgara.	
mi	Mi wiyaani, yo ɓe ŋgara.	

b) Progressive Substitution-Transformation Drill (Negative-Affirmative)

Cue	Negative Pattern	Affirmative Pattern
	Mi nanaani kibaarumaa.	Mi nani' kibaarumaa.
qo	Qo nanaani kibaarumaa.	Qo nani kibaarumaa.
-mon	Qo nanaani kibaarumon.	Qo nani kibaarumon.
ɓe	Ɓe nanaani kibaarumon.	Ɓe nani kibaarumon.
-qam	Ɓe nanaani kibaaruqam.	Ɓe nani kibaaruqam.
qa	Qa nanaani kibaaruqam?	Qa nani kibaaruqam?
-makko	Qa nanaani kibaarumakko?	Qa nani kibaarumakko?
qen	Qen nanaani kibaarumakko.	Qen nani kibaarumaakko.
-maɓɓe	Qen nanaani kibaarumaɓɓe.	Qen nani kibaarumaɓɓe.
meŋ	Meŋ nanaani kibaarumaɓɓe.	Meŋ nani kibaarumaɓɓe.
-moɗon	Meŋ nanaani kibaarumoɗon.	Meŋ nani kibaarumoɗon.
mi	Mi nanaani kibaarumoɗon.	Mi nani kibaarumoɗon.
-maa	Mi nanaani kibaarumaa.	Mi nani kibaarumaa.

c) Progressive Substitution-Transormation Drill (Negative-Affirmative)

Cue	Negative Pattern	Affirmative Pattern
	Mi yiyaani gaynaakoqam.	Mi yiyi gaynaakoqam.
qa	Qa yiyaani gaynaakoqam?	Qa yiyi gaynaakoqam?
-mon	Qa yiyaani gaynaakomon?	Qa yiyi gaynaakomon?
ɓe	Ɓe ñjiyaani gaynaakomon.	Ɓe ñjiyi gaynaakomon.
-maɓɓe	Ɓe ñjiyaani gaynaakomaɓɓe.	Ɓe ñjiyi gaynaakomaɓɓe.
qo	Qo yiyaani gaynaakomaɓɓe.	Qo yiyi gaynaakomaɓɓe.
-makko	Qo yiyaani gaynaakomakko.	Qo yiyi gaynaakomakko.
qen	Qen ñjiyaani gaynaakomakko.	Qen ñjiyi gaynaakomakko.
-qameŋ	Qen ñjiyaani gaynaakoqameŋ.	Qen ñjiyi gaynaaqameŋ.
meŋ	Meŋ ñjiyaani gaynaakoqameŋ.	Meŋ ñjiyi gaynaaqameŋ.
-muqen	Meŋ ñjiyaani gaynaakomuqen.	Meŋ ñjiyi gaynaakomuqen.
qon	Qon ñjiyaani gaynaakomuqen?	Qon ñjiyi gaynaakomuqen?
-meeɗen	Qon ñjiyaani gaynaakomeeɗen?	Qon ñjiyi gaynaakomeeɗen?
mi	Mi yiyaani gaynaakomeeɗen?	Mi yiyi gaynaakomeeɗen.
-qam	Mi yiyaani gaynaakoqam.	Mi yiyi gaynaakoqam.

d) Progressive Substitution-Correlation Drill

Cue	Pattern
	Qo qaraano haŋki.
ɓe	Ɓe ŋgaraano haŋki.
sell	Ɓe cellaano haŋki.
qa	Qa sellaano haŋki?
yaa	Qa yahaano haŋki?
meŋ	Meŋ ñjahaano haŋki.
heɓ	Meŋ keɓaano haŋki.
mi	Mi heɓaano haŋki.
jaŋg	Mi jaŋgaano haŋki.
qon	Qon ñjaŋgaano haŋki?
qar	Qon ŋgaraano haŋki?
qo	Qo qaraano haŋki.

e) Multiple Substitution-Correlation Drill

Cue	Pattern
	Mi heɓaani.
yii	Mi yiyaani.
qo	Qo yiyaani.
jaŋg	Qo jaŋgaani.
qa	Qa jaŋgaani?

	Qa jaŋgaani?
quddit	Qa quddiitaani?
ɓe	Ɓe ŋguddiitaani.
heɓ	Ɓe keɓaani.
meŋ	Meŋ keɓaani.
yii	Meŋ ñjiiyaani.
qen	Qen ñjiiyaani.
jaŋg	Qen ñjaŋgaani.
mi	Mi jaŋgaani.
heɓ	Mi heɓaani.

f) Progressive Substitution-Transformation Drill (Negative-Affirmative)

Cue	Negative Pattern	Affirmative Pattern
	Mi yiyaani gaynaakoqam.	Mi yiyi gaynaakoqam.
haal	Mi haalaani gaynaakoqam.	Mi haali gaynaakoqam.
-mon	Mi haalaani gaynaakomon.	Mi haali gaynaakomon.
ɓe	Ɓe kaalaani gaynaakomon.	Ɓe kaali gaynaakomon.
yii	Ɓe ñjiiyaani gaynaakomon.	Ɓe ñjiiyi gaynaakomon.
-maɓɓe	Ɓe ñjiiyaani gaynaakomaɓɓe.	Ɓe ñjiiyi gaynaakomaɓɓe.
qo	Qo yiyaani gaynaakomaɓɓe.	Qo yiyi gaynaakomaɓɓe.
haal	Qo haalaani gaynaakomaɓɓe.	Qo haali gaynaakomaɓɓe.
-meeɗen	Qo haalaani gaynaakomeeɗen.	Qo haali gaynakomeɗen.
meŋ	Meŋ kaalaani gaynaakomeeɗen.	Meŋ kaali gaynaakomeeɗen.
yii	Meŋ ñjiiyaani gaynaakomeeɗen.	Meŋ ñjiiyi gaynaakomeeɗen.
-qameŋ	Meŋ ñjiiyaani gaynaakoqameŋ.	Meŋ ñjiiyi gaynaakoqameŋ.
qa	Qa yiyaani gaynaakoqameŋ?	Qa haali gaynaakoqameŋ?
haal	Qa haalaani gaynaakoqameŋ?	Qa haali gaynaakoqameŋ?
-makko	Qa haalaani gaynaakomakko?	Qa haali gaynaakomakko?
qen	Qen kaalaani gaynaakomakko.	Qen kaali gaynaakomakko.
yii	Qen ñjiiyaani gaynaakomakko.	Qen ñjiiyi gaynakomakko.
-moɗon	Qen ñjiiyaani gaynaakomoɗon.	Qen ñjiiyi gaynakomoɗon.
mi	Mi yiyaani gaynaakomoɗon.	Mi yiyi gaynaakomoɗon.
haal	Mi haalaani gaynaakomoɗon.	Mi haali gaynaakomoɗon.
-qam	Mi haalaani gaynaakoqam.	Mi haali gaynaakoqam.
yii	Mi yiyaani gaynaakoqam.	Mi yiyi gaynaakoqam.

g) Progressive Substitution-Response Drill

Cue	Question	Response
	Qa yahi, to dokotormaa na?	Qalaa↑ mi yahaani, to dokotorqam.
ɓe	Ɓe ñjahi, to dokotormaɓɓe na?	Qalaa↑ ɓe ñjahaani, to dokotormaɓɓe.
saare	Ɓe ñjahi, to saaremaɓɓe na?	Qalaa↑ ɓe ñjahaani, to saaremaɓɓe.
qo	Qo yahi, to saaremakko na?	Qalaa↑ qo yahaani, to saaremakko.

	Qo yahı, to saaremakko na?	Qalaa↑ qo yahaanı, to saaremakko.
jaŋgurdu	Qo yahı, to jaŋgurdumakko na?	Qalaa↑ qo yahaanı, to jaŋgurdumakko.
qon	Qon ñjahı, to jaŋgurdumoɗon na?	Qalaa↑ meŋ ñjahaanı, to jaŋgurduqameŋ.
ŋgesa	Qon ñjahı, to ŋgesamoɗon na?	Qalaa↑ meŋ ñjahaanı, to ŋgesaqameŋ.
qa	Qa yahı, to ŋgesamaa na?	Qalaa↑ mı yahaanı, to ŋgesaqam.
wuro	Qa yahı, to wuromaa na?	Qalaa↑ mı yahaanı, to wuroqam.
ɓe	Ɓe ñjahı, to wuromaɓɓe na?	Qalaa↑ ɓe ñjahaanı, to wuromaɓɓe.
saare	Ɓe ñjahı, to saaremaɓɓe na?	Qalaa↑ ɓe ñjahaanı, to saaremaɓɓe.
neenemaa	Neenemaa yahı, to saaremakko na?	Qalaa↑ neeneqam yahaanı, to saaremakko.
docotor	Neenemaa yahı, to dokotormakko na?	Qalaa↑ neeneqam yahaanı, to dokotormakko.
qa	Qa yahı, to dokotormaa na?	Qalaa↑ mı yahaanı, to dokotorqam.

h) Random Substıtutıon-Transformatıon Drıll (Posıtıve to Negatıve)

Cue		
	Baabaqam nanı kıbaarumaa.	Baabaqam nanaanı kıbaarumaa.
baabamaa	Baabamaa nanı kıbaarumaa.	Baabamaa nanaanı kıbaarumaa.
heɓı deftere nde	Baabamaa heɓı deftere nde.	Baabamaa heɓaanı deftere nde.
sukaaɓeɓe	Sukaaɓeɓe keɓı deftere nde.	Sukaaɓeɓe keɓaanı deftere nde.
yıyı	Sukaaɓeɓe ñjıyı deftere nde.	Sukaaɓeɓe ñjıyaanı deftere nde.
baabamakko	Baabamakko yıyı deftere nde.	Baabamakko yıyaanı deftere nde.
quddıtı	Baabamakko quddıtı deftere nde.	Baabamakko quddıtaanı deftere nde.
-makko	Baabamakko quddıtı defteremakko.	Baabamakko quddıtaanı defteremakko.
Samba	Samba quddıtı defteremakko.	Samba quddıtaanı defteremakko.
-maɓɓe	Samba quddıtı defteremaɓɓe.	Samba quddıtaanı defteremaɓɓe.
ɓe	Ɓe ŋguddıtı defteremaɓɓe.	Ɓe ŋguddıtaanı defteremaqameŋ.
meŋ	Ɓe ŋguddıtı deftereqameŋ.	Ɓe ŋguddıtaanı deftereqameŋ.
meŋ	Meŋ ŋguddıtı deftereqameŋ.	Meŋ ŋguddıtaanı deftereqameŋ.
nde	Meŋ ŋguddıtı deftere nde.	Meŋ ŋguddıtaanı deftere nde.
heɓı	Meŋ keɓı deftere nde.	Meŋ keɓaanı deftere nde.
nanı kıbaarumaa	Meŋ nanı kıbaarumaa.	Meŋ nanaanı kıbaarumaa.
baabaqam	Baabaqam nanı kıbaarumaa.	Baabaqam nanaanı kıbaarumaa.

7.4 Note: Noun Classes (I)

As has been mentıoned ın prevıous notes (2.2, 5.2), all nouns ın Fula belong to one or another of a number of noun classes whıch commonly have characterıstıc suffıxes and whıch sometımes requıre concordıal suffıxes of agreement on forms whıch are assocıated wıth them. Each class also has characterıstıc pronomınal and demonstratıve forms. To date we have observed the personal classes [qo] (sıngular) and [ɓe] (plural) and occasıonal occurrences of other classes.

Note the following groups of noun singular and plural forms as given in the units:

1.	neɗɗo	yimɓe
	debbo	rewɓe
	ɓiɗɗo	ɓiɓɓe
	gorko	worɓe
	gaynaako	qaynaaɓe
	tuubaako	tuubaakooɓe
1(a)	jaatigi	jaatigiiɓe
	dokotor	dokotorooɓe
	gorgol	gorgolooɓe
2.	kaw / kawirawo	kawiraaɓe
	miña / miñirawo	miñiraaɓe
	mawna / mawnirawo	mawniraaɓe
	neene / neenirawo	neeniraaɓe
	baaba / baabirawo	baabiraaɓe
	band / bandirawo	bandiraaɓe
3.	leemuna	leemunaaji
	galle	galleeji
	marse	marseeji
	qekol	qekolaaji
	qeskul	qeskulaaji
	soora	sooraaji
	kiŋkiliba	( )
4.	saare	caqe
	deftere	defte
	hoore	koqe
	yitere	gite
	ñiindere	ñiiɗye
	hunde	kulle
	daande	daaɗe
5.	kibaaru	kibaaruuji
	jaŋgurdu	jaŋgurduuji
	ɓandu	ɓalli
	nofru	noppi
	ɓaawo	ɓaawe
	wuro	gure
	juŋgo	juuɗe

koyŋgal	koyɗe
ŋgesa	gese
lekki	lekkiiji
ndiyam	( )
ligge	( )
ɓeŋgu	( )

Inspection of Groups 1,1(a), and 2 shows that all have plurals ending in /ɓe/. All have reference to persons.

Group 2, which includes most of the relationship terms used so far, has no members other than such terms, and exhibits a special /-irawo/ suffix pattern in one singular form and /-iraaɓe/ in the plural. (This will receive further attention below in 15.2.)

Group 1(a) consists of certain terms of non-Fula origin for persons, has no characteristic singular suffix and has /ɓe/ in the plural after a double vowel (usually identical with the last vowel of the stem).

Neither of these groups shows any initial consonant alternation. Both take pronominal forms in the singular appropriate to the [qo] class.

Group 3 consists of non-personal nouns of non-Fula origin. These show no consonant alternation and are characterized by no singular suffix, which we symbolize as zero, [Ø], and by the suffix /-ji/ in the plural (preceded by a double vowel -the base-final vowel if there is one, otherwise /-aa/.) These also take in the singular pronominal forms appropriate to the [qo] class.

These groups, (1(a), 2 and 3) illustrate what we may call 'weak' nouns - exhibiting no singular suffix and consistently suffixing one of two plural suffixes (/ɓe/ for persons and /-ji/ for non-persons) to a stem with doubled vowel. Note that tuubaakooɓe has a singular like those of Group 1 but forms its plural like Group 1(a).

Groups 1, 4 and 5 illustrate Fula 'strong' nouns with singulars in one class and plurals in another[1] - characterized by suffixes in both singular and plural and having consonant alternation of the root-initial consonant where required by the class membership. The discussion below will concentrate on these forms.

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[1] Some nouns occur with singular forms in a class but with a plural formed by adding a plural suffix to the singular class suffix. For example: jaŋgurdu of the [ndu] class, has a plural jaŋgurduuji. This is described as a 'strong noun having a weak plural.'

Group 1

1.	neɗɗo	yimɓe
2.	debbo	rewɓe
3.	ɓiɗɗo	ɓiɓɓe
4.	gorko	worɓe
5.	gaynaako	qaynaaɓe

The plurals of these personal nouns are in the [ɓe] class which has only one form of its class suffix and does not cause alternation of the initial consonant of the root to which it is attached. The roots of these words are:

1. yim-
2. rew-
3. ɓii
4. wor-
5. qayn-

1. yim functions as the root of the plural for neɗɗo but is actually a different root unrelated to the root of neɗɗo. This is a rare occurance and is analogous to 'people' as the plural of 'person' in English.

2. rew 'feminine', the root also of the verb 'follow', takes the [ɓe] plural suffix without change of the root. In the singular, however, inflection with the suffix of the [qo] class produces alternation of the initial /r/ to /d/. This alternation of root-initial consonant is present (wherever possible) whenever a root is inflected in the [qo] class. The shift of the /w/ of the root to /b/ also follows the regular consonant alternation pattern but the second consonant of the root does not regularly shift except for /f/ and /w/ which often shift, to /pp/ and /bb/. The double /bb/ occurs wherever /w/ in root final position shifts to /b/.

3. ɓii is a root meaning 'child'. Roots ending in double (long) vowels commonly take consonant-initial suffixes by shortening the vowels and doubling the suffix-initial consonant. The form of the suffix of the [qo] class here is /-ɗo/.

4. wor is the root of all words carrying a sense of 'male'. When inflected in the [qo] class the /w/ shifts to /g/. The [qo] class suffix here is /-ko/.

5. qayn is the root, also of the verb 'to herd', with /q/ shifting to /g/ in the [qo] class. The suffix form again is /-ko/. Since the root ends in two consonants, a vowel /a/, here doubled, is inserted before a form of the [qo] suffix.

From the data above it is clear that suffixes of the [qo] class occur in different forms. There are actually four forms of the suffix of this class: /qo/, /jo/, /ɗo/ and /ko/. Most class suffixes occur in three or four forms. It is impossible to predict which form of the su suffix will occur with a particular root. It is customary to refer to these forms as the four 'grades' of the suffix.

The [ɓe] class is unique in having only one form or 'grade', of its suffix.

Group 4

1.	saare	caqe
2.	galle	galleeji
3.	deftere	defte
4.	hoore	koqe
5.	yitere	gite
6.	ñiindere	ñiiɗye
7.	hunde	kulle
8.	daande	daaɗe

This group illustrates one of the commoner non-personal noun classes in Fula. The singulars of these words belong to the [nde] class. Roots inflected in this class do not have altered initial consonants. The grades of this class suffix are basically:

1	2	3	4
(-e,)[1]	-re,	-de,	-nde

Note that the relationship between the initial consonants of the second, third and fourth grades of this suffix /r/ - /d/ - /nd/ follows the regular pattern of consonant alternation. The first grade of most suffixes is the vowel alone. This particular class suffix also occurs (as in some of the examples above) in a reduplicate set of forms:

1	2	3	4
(-ere,)[1]	-----	-dere,	-ndere

The plural forms of the words in Group 4 furnish examples of the [ɗe] class. There are four plural classes in Fula [ɓe], [ɗi], [ɗe] and [kon]. The grades of the suffixes of the first three are:

	1	2	3	4
/ɓe/	-ɓe	-ɓe	-ɓe	-ɓe
/ɗi/	-(q)i	-ji/-li	-ɗi	-ɗi
/ɗe/	-(q)e	-je/-le	-ɗe	-ɗe(-ɗye)

(No examples of the /kon/ plural class have yet occurred.)

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[1] The first grade (vowel only) of certain classes is rarely, if ever, encountered and must, therefore be considered hypothetical. Some grammar list the first and second grades as identical in such cases (i.e. -re, -re, -de, -nde for this class) but there seems then no basis for distinguishing grades 1 and 2 except perhaps by complex distributional criteria. Hence we have put grade 1 in parenthesis.

The second grades of all three of these classes, as profusely ıllustrated ın examples above, have the effect of doublıng a fınal vowel preceedıng them. The two non-personal plural suffıxes cause alternatıon of the ınıtıal consonant of the root. (Note that the 2nd grades of these suffıxes, have alternates wıth /l/, whıch do not double a precedıng vowel.) Note that galle has a weak plural, possıbly ındıcatıng that ıt ıs a borrowed word or derıved from a form already plural.

Group 5

1.	kıbaaru	kıbaaruuȷı
2.	ȷaŋgurdu	ȷaŋgurduuȷı
3.	ɓandu	ɓallı
4.	nofru	noppı
5.	ɓaawo	ɓaawe
6.	wuro	gure
7.	ȷuŋgo	ȷuuɗe
8.	koyŋgal	koyɗe
9.	ŋgesa	gese
10.	lekkı	lekkııȷı
11.	ndıyam	( )
12.	lıgge	( )
13.	ɓeŋgu	( )

These words furnısh examples of seven addıtıonal sıngular classes.

1, 2, 3 and 4, kıbaaru, ɓandu, ȷaŋgurdu, nofru, belong to the [ndu] class whıch does not cause ınıtıal consonant alternatıon and has the four grades:

1	2	3	4
(-u)	-ru	-du	-ndu

These nouns have plurals ın the [ɗı] class. In the case of /noppı/ we see stem-fınal alternatıon /f/ to /pp/. Note that /kıbaaru/, a borrowed word, has a weak plural as does ȷaŋgurdu.

5, 6 and 7, ɓaawo, wuro and ȷuŋgo belong to the [ŋgo] class whıch has the four grades:

1	2	3	4
-o	-wo	-go	-ŋgo

Its plural ıs ın the [-ɗe] class.

8, koyŋgal, belongs to the [ŋgal] class wıth grades:

1	2	3	4
-al	-wal	-gal	-ŋgal

Its plural ıs ın the [ɗe] class.

9, ŋgesa, belongs to the [mba] class with grades:

1	2	3	4
-a	-wa	-ba	-mba

Note that this class causes not only alternation where possible but also prenasalization of the initial consonant. The plural is in the [ɗe] class.

10, lekki, belongs to the [ki] class with grades:

1	2	3	4
-i	-hi	-ki	-ki

Its plural is, in the sense of 'medicine', a weak plural, lekkiiji, with the plural suffix added to the singular class suffix. A number of nouns exist with weak plurals of this sort carrying a meaning different from the same root with a strong plural. In this case, lekki 'tree, plant' has a strong plural leɗɗe in the [ɗe] class.

11, ndiyam, belongs to the [ɗam] class, which causes alternation with prenasalization, with grades:

1	2	3	4
-am	-jam	-ɗam	-ɗam

There is not commonly a plural of nouns in this class (mostly liquids and other mass nouns).

12, ligge, belongs to the [ŋge] class with grades:

1	2	3	4
-e	-we	-ge	-ŋge

The plural is normally in the [ɗi] class but ligge does not commonly occur in the plural.

13, ɓeŋgu, belongs to the [ŋgu] class, which cause alternation with prenasalization. The grades of the suffix are:

1	2	3	4
-u	-wu	-gu	-ŋgu

The plural is commonly in the [ɗi] class but ɓeŋgu is already plural, possibly because of its root ɓe, or its collective sense.

There are some 25 classes of Fula nouns of which we have now seen examples of 13, namely:

Singular:		Plural:	
[qo]	causes alternation	/ɓe/	does not cause alternation
[nde] [ndu] [ŋge]	do not cause alternation	/ɗi/ /ɗe/	cause alternation of Fula roots, not of borrowed words

[ŋgo]
[ŋgal] } cause alternation
[ki]

[mba]
[ɗam] } cause alternation and prenasalization
[ŋgu]

There is only one other plural class and it is rare.

In addition we have seen the pronoun of the [ɗum] class but no nouns used in that class. Other classes will be noted after examples of them occur. Unfortunately there is no consistency between the shape of a suffix and whether it causes alternation or alternation with prenasalization.[1] This, combined with the fact that the grade of a suffix cannot be predicted, means that the suffixes of singular and plural must be learned as part of memorizing the noun. At the same time, of course, the class of the noun must be clearly understood, since demonstrative pronoun particles and concordial suffixes vary with class. The demonstrative pronominal particle is identical with the fourth grade of the class suffix except for the [qo] class. In these units the class of a noun is indicated by listing the class pronoun form in sqare brackets after the singular. The nouns listed above with their demonstratives are as follows:

1.	neɗɗo qo	yimɓe ɓe
	debbo qo	rewɓe ɓe
	ɓiɗɗo qo	ɓiɓɓe ɓe
	gorko qo	worɓe ɓe
	gaynaako qo	qaynaaɓe ɓe
1(a)	jaatigi qo	jaatigiiɓe ɓe
	dokotor qo	dokotorooɓe ɓe
	gorgol qo	gorgolooɓe ɓe
2.	kaw qo	kawiraaɓe ɓe
	kawirawo qo	
	miña qo	miñiraaɓe ɓe
	miñirawo qo	
	mawna qo	mawniraaɓe ɓe
	mawnirawo qo	

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[1] Professor Joseph Greenberg, in private correspondence with the writer, has suggested that classes the independent pronouns of which end in consonants cause alternation of some kind, those where the consonant is nasal cause prenasalization. He suggests the possibility of a prefix system in the proto-language of which initial consonant alternation and prenasalization are the only vestiges.

	neene qo	neenıraaɓe ɓe
	neenırawo qo	
	baaba qo	baabıraaɓe ɓe
	baabırawo qo	
	band qo	bandıraaɓe ɓe
	bandırawo qo	
3.	leemuna qo	leemunaaȷı ɗı
	galle qo	galleeȷı ɗı
	marse qo	marseeȷı ɗı
	qekol qo	qekolaaȷı ɗı
	qeskul qo	qeskulaaȷı ɗı
	soora qo	sooraaȷı ɗı
	kıŋkılıba qo	( )
4.	saare nde	caqe ɗe
	deftere nde	defte ɗe
	hoore nde	koqe ɗe
	yıtere nde	gıte ɗe
	ñıındere nde	ñııɗye ɗe
	hunde nde	kulle ɗe
	daande nde	daaɗe ɗe
5.	kıbaaru ndu	kıbaaruuȷı ɗı
	nofru ndu	noppı ɗı
	ɓandu ndu	ɓallı ɗı
	koyŋgal ŋgal	koyɗe ɗe
	ŋgesa mba	gese ɗe
	lekkı kı	lekkııȷı ɗı
	wuro ŋgo	gure ɗe
	bawo ŋgo	bawe ɗe
	ȷuŋgo ŋgo	ȷuuɗe ɗe
	ndıyam ɗam	( )
	lıgge ŋge	( )
	ɓeŋgu ŋgu	( )

7.5 Grammar Drılls on Noun Classes

a) Sımple Substıtutıon-Correlatıon Drıll

New words:		
	hew	be full, be suffıcıent, be plentıful
	hewde	many
	gooto	one
	won	be

Cue	Pattern
	Ɓe ñȷıyı tuubaakooɓe hewde.
saare	Ɓe ñȷıyı caqe hewde.
neɗɗo	Ɓe ñȷıyı yımɓe hewde.
wuro	Ɓe ñȷıyı gure hewde.
marse	Ɓe ñȷıyı marseeȷı hewde
ŋgesa	Ɓe ñȷıyı gese hewde.
debbo	Ɓe ñȷıyı rewɓe hewde.
gorko	Ɓe ñȷıyı worɓe hewde.
deftere	Ɓe ñȷıyı defte hewde.
leemuna	Ɓe ñȷıyı leemunaaȷı hewde.
hoore	Ɓe ñȷıyı koqe hewde.
galle	Ɓe ñȷıyı galleeȷı hewde.
ȷaŋgurdu	Ɓe ñȷıyı ȷaŋgurduuȷı hewde.
dokotor	Ɓe ñȷıyı dokotorooɓe hewde.
tuubaako	Ɓe ñȷıyı tuubaakooɓe hewde.

b) Sımple Substıtutıon-Transformatıon Drıll (Fırst person (sg.) + Sıngular → Thırd person (sg.) + Plural)

Cue	Pattern 1	Pattern 2
	Mı heɓı mıñırawo gooto.	Qo heɓı mıñıraaɓe hewde.
ɓıɗɗo	Mı heɓı ɓıɗɗo gooto.	Qo heɓı ɓıɓɓe hewde.
deftere	Mı heɓı deftere gooto.	Qo heɓı defte hewde.
bandırawo	Mı heɓı bandırawo gooto.	Qo heɓı bandıraaɓe hewde.
ñıındere	Mı heɓı ñıındere gooto.	Qo heɓı ñııɗye hewde.
ȷaatıgı	Mı heɓı ȷaatıgı gooto.	Qo heɓı ȷatıgııɓe hewde.
galle	Mı heɓı galle gooto.	Qo heɓı galleeȷı hewde.
gaynaako	Mı heɓı gaynaako gooto.	Qo heɓı qaynaaɓe hewde.
debbo	Mı heɓı debbo gooto.	Qo heɓı rewɓe hewde.
kaw	Mı heɓı kaw gooto.	Qo heɓı kawıraaɓe hewde.
ŋgesa	Mı heɓı ŋgesa gooto.	Qo heɓı gese hewde.

c) Simple Substitution-Transformation Drill (First person (pl.) + Singular → Third person (pl.) + Plural

Cue	Pattern 1	Pattern 2
	Meŋ ñjiyi tuubaako gooto.	Ɓe ñjiyi tuubaakooɓe hewde.
saare	Meŋ ñjiyi saare gooto.	Ɓe ñjiyi caqe hewde.
neɗɗo	Meŋ ñjiyi neɗɗo gooto.	Ɓe ñjiyi yimɓe hewde.
galle	Meŋ ñjiyi galle gooto.	Ɓe ñjiyi galleeji hewde.
wuro	Meŋ ñjiyi wuro gooto.	Ɓe ñjiyi gure hewde.
marse	Meŋ ñjiyi marse gooto.	Ɓe ñjiyi marseeji hewde.
ŋgesa	Meŋ ñjiyi ŋgesa gooto.	Ɓe ñjiyi gese hewde.
debbo	Meŋ ñjiyi debbo gooto.	Ɓe ñjiyi rewɓe hewde.
gorko	Meŋ ñjiyi gorko gooto.	Ɓe ñjiyi worɓe hewde.
deftere	Meŋ ñjiyi deftere gooto.	Ɓe ñjiyi defte hewde.
dokotor	Meŋ ñjiyi dokotor gooto.	Ɓe ñjiyi dokotoroobe hewde.
jaŋgurdu	Meŋ ñjiyi jaŋgurdu gooto.	Ɓe ñjiyi jaŋgurduuji hewde.

d) Progressive Substitution-Correlation Drill

Cue	Pattern
	Ko deftere gooto, woni ɗo.
hewde	Ko defte hewde, ŋgoni ɗo.
neɗɗo	Ko yimɓe hewde, ŋgoni ɗo.
gooto	Ko neɗɗo gooto, woni ɗo.
debbo	Ko debbo gooto, woni ɗo.
hewde	Ko rewɓe hewde, ŋgoni ɗo.
gorko	Ko worɓe hewde, ŋgoni ɗo.
gooto	Ko gorko gooto, woni ɗo.
gaynaako	Ko gaynaako gooto, woni ɗo.
hewde	Ko gaynaaɓe hewde, ŋgoni ɗo.
tuubaako	Ko tuubaakooɓe hewde, ŋgoni ɗo.
gooto	Ko tuubaako gooto, woni ɗo.
wuro	Ko wuro gooto, woni ɗo.
hewde	Ko gure hewde, ŋgoni ɗo.
deftere	Ko defte hewde, ŋgoni ɗo.
gooto	Ko deftere gooto, woni ɗo.

7.9 Questions for Discussion

1. Hoore Demba, no muusa na?
2. Demba yahi, to dokotormakko na?
3. Demba leliino na, haa ɓandumakko ɓuri?
4. Hoɗum Demba waɗataa, to saare?
5. Hoɗum Samba wiyi Demba, yoo yar?
6. Demba heɓi lekki ki na?
7. Hooremaa no muusa na?
8. Qa yahay to saare na, kiikiiɗe?
9. Hoɗum mbaɗtaa to saare?
10. Qaɗa yara lekki na, jooni?

UNIT 8

8.0 Dıalog: Yompa's Wıfe ıs Sıck.

-Demba-	
mbaɗɗaa	(whıch) you have done
No mbaɗɗaa?	How are you? (How have you done?)
-Yompa-	
Jam tan ↑	Fıne.
-Demba-	
sellaa	ıs not well
Samba wıyı kam, debbomaa sellaa.	Samba told me your wıfe ıs not well.
-Yompa-	
reedu [ndu] (deedı)	stomach
gıla	sınce
Reedumakko no muusa, gıla haŋkı.	Her stomach has been upset sınce yesterday.
-Demba-	
nab	take, carry
kampama [Ø] (kampamaaȷı)	hospıtal
Qa nabı mo, to kampama na?	Have you taken her to the hospıtal?
-Yompa-	
Qo ȷaɓaanı yaade.	She refused to go.
-Demba-	
ko waɗı	how come? ('waht dıd?')
Ko waɗı, qo ȷaɓaanı yaade.	How come she refused to go?
-Yompa-	
paskı	because
suus	be brave
Paskı, qo suusaanı, dokotor qo.	Because she ıs afraıd of the doctor.
-Demba-	
waɗataa	wıll not do
haytus	[no]thıng at all (wıth negatıve)
Kono dokotor qo, waɗataa mo, haytus ↑	But the doctor wıll not do anythıng to her.
Ko mbaɗtaa, nabaa mo, to galleqameŋ.	I suggest ('What you wıll do'), take her to our compound.

-Yompa-	
pur	for
Pur hoɗum?	Why? ('For what?')
-Demba-	
Meŋ keɓi,dokotor moɗɗyo ton.	We have a good doctor there.
-Yompa-	
fad	wait, await
jemma [0] (jemmaaji)	night
Qawa, fad, haa jemma.	OK, wait till the evening.
-Demba-	
qardu	come with, accompany in coming
ŋgardaa	you (sg.) are to come with
qandu	know
Ŋgardaa qe baaba. Qomo qandi, dokotor qo.	Come with father, [because] he knows the doctor.
-Yompa-	
Qa jaraama.	Thank you.
-Demba-	
jaawuur	you're welcome ('let peace live')
Jaawuur ↑	You're welcome.

8.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:

mettu	embarrass, discomfit; be sore
ñalloma [0] (ñallomaaji)	afternoon
bimbi [0] (bimbiiji)	morning
heccíhaŋki	day before yesterday
feddandu [ndu] (peddaali)	fingernail
hunuko [ko] (kunuɗe)	mouth
hinere [nde] (kine)	nose
ɓal(e)	black (adjectival root)
ɓawlude	to be black (infinitive)[1]
hollu	show

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[1] This verb furnishes an example of a 'verbal extension', /w/, suffixed to adjective roots (of which there are few) to form verbs meaning 'to become ____'. In many cases a metathesis of the two internal consonants occurs, so ɓal + /w/ gives either ɓalwude or (more commonly) ɓawlude.

Cue	Pattern
	Reedumakko na muusa, gıla haŋkı ȷemma.
hooreqam	Hooreqam na muusa, gıla haŋkı ȷemma.
mettı	Hooreqam na mettı, gıla haŋkı ȷemma.
ñalloma	Hooreqam na mettı, gıla haŋkı ñalloma.
ɓandumaa	Ɓandumaa na mettı, gıla haŋkı ñalloma.
sellı	Ɓandumaa na sellı, gıla haŋkı ñalloma.
kııkııɗe	Ɓandumaa na sellı, gıla haŋkı kııkııɗe.
kunuɗemaɓɓe	Kunuɗemaɓɓe na sellı, gıla haŋkı kııkııɗe.
muusa	Kunuɗemaɓɓe na muusa, gıla haŋkı kııkııɗe.
heccıhaŋkı	Kunuɗemaɓɓe na muusa, gıla heccıhaŋkı.
peddalıqam	Peddaalıqam na muusa, gıla heccıhaŋkı.
ɓawlı	Peddaalıqam na ɓawlı, gıla heccıhaŋkı.
bımbı	Peddaalıqam na ɓawlı, gıla bımbı.
kınemakko	Kınemakko na ɓawlı, gıla bımbı.
mettı	Kınemakko na mettı, gıla bımbı.
ȷemma	Kınemakko na mettı, gıla ȷemma.
reedumakko	Reedumakko na mettı, gıla ȷemma.
muusa	Reedumakko na muusa, gıla ȷemma.

b) Progressıve Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Qa nabı mo, to kampama na?
yıı	Qa yıyı mo, to kampama na?
ɓe	Qa yıyı ɓe, to kampama na?
marse	Qa yıyı ɓe, to marse na?
qon	Qon ñȷıyı ɓe, to marse na?
fad	Qon padı ɓe, to marse na?
kam	Qon padı kam, to marse na?
saare	Qon padı kam, to saare na?
qo	Qo fadı kam, to saare na?
taw	Qo tawı kam, to saare na?
ma	Qo tawı ma, to saare na?
ȷaŋgurdu	Qo tawı ma, to ȷaŋgurdu na?
meŋ	Meŋ tawı ma, to ȷaŋgurdu na?
laar	Meŋ ndaarı ma, to ȷaŋgurdu na?
mo	Meŋ ndaarı mo, to ȷaŋgurdu na?
galle	Meŋ ndaarı mo, to galle na?
qon	Qon ndaarı mo, to galle na?
fad	Qon padı mo, to galle na?
ɓe	Qon padı ɓe, to galle na?
marse	Qon padı ɓe, to marse na?

	Qon padı ɓe, to marse na?
qa	Qa fadı ɓe, to marse na?
nab	Qa nabı ɓe, to marse na?
mo	Qa naba mo, to marse na?
kampama	Qa nabı mo, to kampama na?

c) Progressıve Substıtutıon-Transformatıon Drıll (Statement to questıon wıth na?)

Cue	Statement Pattern	Questıon Pattern
	Qo ȷaɓaanı yaade, to kampama.	Qo ȷaɓaanı yaade, to kampama na?
suus	Qo suusaanı yaade, to kampama.	Qo suusaanı yaade, to kampama na?
qar	Qo suusaanı qarde, to kampama.	Qo suusaanı qarde, to kampama na?
marse	Qo suusaanı qarde, to marse.	Qo suusaanı qarde, to marse na?
qa	Qa suusaanı qarde, to marse.	Qa suusaanı qarde, to marse na?
yıɗ	Qa yıɗaanı qarde, to marse.	Qa yıɗaanı qarde, to marse na?
waal	Qa yıɗaanı waalde, to marse.	Qa yıɗaanı waalde, to marse na?
galle	Qa yıɗaanı waalde, to galle.	Qa yıɗaanı waalde, to galle na?
ɓe	Ɓe ñȷıɗaanı waalde, to galle.	Ɓe ñȷıɗaanı waalde, to galle na?
ȷaɓ	Ɓe ȷaɓaanı waalde, to galle.	Ɓe ȷaɓaanı waalde, to galle na?
yar	Ɓe ȷaɓaanı yarde, to galle.	Ɓe ȷaɓaanı yarde, to galle na?
ȷaŋgurdu	Ɓe ȷaɓaanı yarde, to ȷaŋgurdu.	Ɓe ȷaɓaanı yarde, to ȷaŋgurdu na?
meŋ	Meŋ ȷaɓaanı yarde, to ȷaŋgurdu.	Meŋ ȷaɓaanı yarde, to ȷaŋgurdu na?
yıɗ	Meŋ ñȷıɗaanı yarde, to ȷaŋgurdu.	Meŋ ñȷıɗaanı yarde, to ȷaŋgurdu na?
yaa	Meŋ ñȷıɗaanı yaade, to ȷaŋgurdu.	Meŋ ñȷıɗaanı yaade, to ȷaŋgurdu na?
kampama	Meŋ ñȷıɗaanı yaade, to kampama.	Meŋ ñȷıɗaanı yaade, to kampama na?
qo	Qo yıɗaanı yaade, to kampama.	Qo yıɗaanı yaade, to kampama na?
ȷaɓ	Qo ȷaɓaanı yaade, to kampama.	Qo ȷaɓaanı yaade, to kampama na?

d) Progressıve Substıtutıon Drıll

Cue	Pattern
	Ko waɗı, qo ȷaɓaanı yaade, to kampama?
ɓe	Ko waɗı, ɓe ȷaɓaanı yaade, to kampama?
suus	Ko waɗı, ɓe suusaanı yaade, to kampama?
qar	Ko waɗı, ɓe suusaanı qarde, to marse?
meŋ	Ko waɗı, meŋ suusaanı qarde, to marse?
yıɗ	Ko waɗı, meŋ ñȷıɗaanı yarde, to marse?
yaar	Ko waɗı,meŋ ñȷıdaanı yarde, to marse?
saare	Ko waɗı, meŋ ñȷıɗaanı yarde, to saare?
qon	Ko waɗı, qon ñȷıɗaanı yarde, to saare?
ȷaɓ	Ko waɗı, qon ȷaɓaanı yarde, to saare?
waal	Ko waɗı, qon ȷaɓaanı waalde, to saare?

	Ko waɗi,qon jaɓaani waalde,to *saare*?
galle	Ko waɗi,*qon* jaɓaani waalde,to galle?
qa	Ko waɗi,qa *jaɓ*aani waalde,to galle?
suus	Ko waɗi,qa suusaani *waal*de,to galle?
yaa	Ko waɗi,qa suusaani yaade,to *galle*?
kampama	Ko waɗi,qa suusaani yaade,to kampama?

e) Progressive Substitution-Correlation Drill

Cue	*Pattern*
	Kono *dokotor qo*,waɗataa mo,haytus↑
baaba	Kono baaba,*waɗ*ataa mo,haytus ↑
haal	Kono baaba,haalataa *mo*,haytus ↑
ma	Kono *baaba*,haalataa ma,haytus ↑
neenemaa	Kono neenemaa,*haal*ataa ma,haytus↑
holl	Kono neenemaa,hollataa *ma*,haytus↑
ɓe	Kono *neenemaa*,hollataa ɓe,haytus↑
meŋ	Kono meŋ *koll*ataa ɓe,haytus↑
wii	Kono meŋ mbiyataa *ɓe*,haytus↑
ma	Kono meŋ mbiyataa ma,haytus↑
qo	Kono qo *wiy*ataa ma,haytus↑
qokk	Kono qo qokkataa *ma*,haytus↑
ɓe	Kono *qo* qokkataa ɓe,haytus↑
kawqam	Kono kawqam,*qokk*ataa ɓe,haytus↑
waɗ	Kono kawqam,waɗataa ɓe,haytus↑
mo	Kono *kawqam*,waɗataa mo,haytus ↑
dokotor qo	Kono dokotor qo,waɗataa mo,haytus↑

8.2 Note: Sentences with *ko* 'it is'; the Emphatic Pronoun Forms

Note the sentences:

1. Ko hoɗum heɓno ma?	'What was the matter with you?
2. Ko hoɗum heɓi mo?	'What's the matter with him?
3. Ko waɗi qo jaɓaani yaade?	'What made her refuse to go?'
4. Ko mbaɗtaa naɓaa mo to galleqameŋ.	'What you are to do [is] take her to our compound.'

The particle *ko* in the sentences above has three different functions.

1. In the first two sentences it occurs followed by a noun (equally it could be followed by a pronoun) which is in turn the subject of the following verb. In such a sentence the translation of *ko* is 'it is' or 'there is' and the first sentence literally translates as 'It is what which had you?' The form of the verb here, *heɓno*, is a 'perfective

relative' form with past suffix /-no/ and the relative pronoun which is required in the English to render the sense of this form (see below 8.4).

2. In the third sentence, ko immediately precedes a verb which has no other subject. Here ko is the subject and is translated 'what?' a question word. This construction is limited to a few verbs only.

3. In the fourth, ko precedes a verb form which has a suffixed subject /-aa/ 'you (sg.)'. In such a situtation ko is the object of this verbal form and translates 'what'. This verbal form with suffixed pronoun is an 'imperfective relative' and will be discussed in 9.4 below.

At this point it is intended to drill principally the first usage of ko illustrated above.

There is a set of emphatic pronoun forms frequently used with ko as well as elsewhere. This set has members for first and second persons singular and plural and for all the noun classes. The personal pronouns of this group (including the forms for the [qo] and [ɓe] third-personal noun classes) are:

	Singular	Plural
1.	min	minen
2.	qan	qenen (incl.) qonon (excl.)
3.	kaŋko	kamɓe

After ko these forms are regularly used in the first and second person singular and alternatively in the other persons. Thus the forms are:

ko min...	'It is I who...'
ko qan...	'It is you who...'
ko kaŋko / ko qo / koo...[1]	'It is he/she who...'
ko minen / ko meŋ...	'It is we who...'
ko qenen / ko qen...	'It is you and I who...'
ko qonon / ko qon...	'It is you who...'
ko kamɓe / ko ɓe...	'It is they who...'

An alternate form employs the emphatic pronoun preceding ko with the non-emphatic pronoun after ko. The appropriate translation is usually 'As for [me, etc.], it is]...':

min, ko mi...	'I, it's I who...'
qan, kaa...[1]	'You, it's you who...'
kaŋko, koo...[1]	etc.

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[1] Note that /ko/ + /qa/ yields /kaa/, /ko/ + /qo/ yields /koo/.

mınen, ko meŋ...
qenen, ko qen...
qonon, ko qon...
kamɓe, ko ɓe...

8.3 Grammar Drılls on ko and Emphatıc Personal Pronouns:

a) Sımple Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Ko mın haalı ɗum.
qan	Ko qan haalı ɗum.
qo	Ko qo haalı ɗum.
ɓe	Ko ɓe kaalı ɗum.
qen	Ko qen kaalı ɗum.
qenen	Ko qenen, kaalı ɗum.
meŋ	Ko meŋ kaalı ɗum.
mınen	Ko mınen, kaalı ɗum.
kaŋko	Ko kaŋko, haalı ɗum.
kamɓe	Ko kamɓe, kaalı ɗum.
Demba	Ko Demba, haalı ɗum.
mın	Ko mın haalı ɗum.

b) Sımple Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Mın, ko mı gorko.
qan	Qan, kaa gorko.
ɓe	Ɓe, ko ɓe worɓe.
meŋ	Meŋ, ko meŋ worɓe.
qonon	Qonon, ko qon worɓe.
qenen	Qenen, ko qen worɓe.
qo	Qo, koo gorko.
kaŋko	Kaŋko, koo gorko.
kamɓe	Kamɓe, ko ɓe worɓe.
Samba	Samba, koo gorko.
mın	Mın, ko mı gorko.

8.4 Note: Actıve Perfectıve Relatıve Verb Forms:

Note the sentences:

1. Honɗum qo haalanı ma? 'What dıd he tell you?
2. Ko hoɗum heɓı mo? 'What's the matter wıth hım?' ('It ıs what which got hım?')

3. Jam kiirɗaa? 'Have you spent the evening peacefully?'
4. No mbaɗɗaa? 'How have you been doing?'

All of these sample sentences are interrogative. The construction illustrated here employs a set of active verb forms which we call 'perfective relative' forms. In the third person there is commonly no difference between this form and the finite perfective verb forms consisting of root or base plus /-i/ (see sentences 1 and 2) although sometimes the /-i/ is omitted. The first and second person forms, however, exhibit suffixed subject pronouns rather than independent pronoun subjects. With the verb waɗ these forms are:

No mbaɗmi?	How have I done?
No mbaɗɗaa?	How have you done?
No qo waɗ(i)?	How has he done?
No mbaɗmeŋ?	How have we done?
No mbaɗɗen?	How have you and I/we done?
No mbaɗɗon?	How have you done?
No ɓe mbaɗ(i)?	How have they done?

Other interrogatives (e.g. hoɗum can substitute for no in this structure.

This structure is, however, not limited to interrogatives. When used in a non-interrogative sentence, however, such a clause is a dependent clause and must be accompanied by another clause. For example:

Mi wiyi mo, no mbaɗmi ɗum. 'I told him how I did it.'
Mi wiyi mo, no mbaɗɗaa ɗum.
etc.

Equally ko 'what' may be used in such sentences:

Mi wiyi mo, ko mbaɗmi. 'I told him what I did.'
Mi wiyi mo, ko mbaɗɗaa.
etc.

Such a relative clause may also occur as subject of a stative verb in which case it requires na/no (see Note 4.3).

No mbaɗmi ɗum, no moɗɗyi. 'How I did it is good.'
Ko mbaɗmi, no moɗɗyi. 'What I did is good.'

Note that all pronominal suffixes occur on a stem which has alternation and prenasalization (where possible) of the initial consonant regardless of whether the subject is singular or plural. The student may also hear, however, /ko waɗmi/ but this variation does not occur with other suffixes than /-mi/.

Note the sentence:

Ko hoɗum heɓno ma? 'What was the matter with you?'

This sentence illustrates a preterit form of the perfective relative. In this form the root or base precedes the preterit suffix directly without /-i/. The forms for the persons are:

Ko keɓnomi, no moɗɗyi. 'What I had was good.'
Ko keɓnoɗaa, no moɗɗyi.
Koo heɓno, no moɗɗyi.
Ko keɓnomeŋ, no moɗɗyi.
Ko keɓnoɗen, mo moɗɗyi.
Ko keɓnoɗon, no moɗɗyi.
Ko ɓe heɓno, no moɗɗyi.[1]

The regular active perfective preterit form heɓiino also occurs in this construction with third person forms-without change in meaning.

Especially with first person subjects, relative clauses may also occur with the short-form personal pronouns and perfective verb forms parallel to the third person forms and in contrast to the forms with suffixed pronominals:

ko meŋ mbaɗi
alternates with: ko mbaɗmeŋ

ko meŋ mbaɗi
alternates with: ko mbaɗmeŋ

The second person equivalents: no qa waɗi and ko qon mbaɗi, etc. are rare.

When the subject suffix is /-mi/ and the object of the relative verb is mo 'him/her' or ma 'you (singular)', the object comes between verb and subject suffix:

ko mbii mo mi	'what I told him'
to ñjii ma mi	'where I saw you'

8.5 Grammar Drills on Relative Perfective Forms

a) Simple Substitution Drill

Cue	Pattern
	Ko mbaɗmi, no moɗɗyi.
(qa)	Ko mbaɗɗaa, no moɗɗyi.
(qo)	Koo waɗi, no moɗɗyi.
(qen)	Ko mbaɗɗen, no moɗɗyi.
(meŋ)	Ko mbaɗmeŋ, no moɗɗyi.
(qon)	Ko mbaɗɗon, no moɗɗyi.

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[1] Note that the relative form after a third person plural pronoun subject may occur without alternation of the initial consonant just as can other verb forms (see 1.2).

	Ko mbaɗɗon, no moɗɗyi.
(ɓe)	Ko ɓe mbaɗi, no moɗɗyi.
Samba	Ko Samba waɗi, no moɗɗyi.
neenemaa	Ko neenemaa waɗi, no moɗɗyi.
(mi)	Ko mbaɗmi, no moɗɗyi.

b) Progressive Substitution Drill

Cue	Pattern
	Ko mbaɗmi, no moɗɗyi.
(qa)	Ko mbaɗɗaa, no moɗɗyi.
yii	Ko ñjiiɗaa, no moɗɗyi.
(qo)	Koo yiyi, no moɗɗyi.
haal	Koo haali, no moɗɗyi.
(qon)	Ko kaalɗon, no moɗɗyi.
nan	Ko nanɗon, no moɗɗyi.
ɓe	Ko ɓe nani, no moɗɗyi.
jaŋg	Ko ɓe jaŋgi, no moɗɗyi.
(meŋ)	Ko jaŋgumeŋ, no moɗɗyi.
yar	Ko ñjarmeŋ, no moɗɗyi.
Samba	Ko Samba yari, no moɗɗyi.
heɓ	Ko Samba heɓi, no moɗɗyi.
(mi)	Ko keɓmi, no moɗɗyi.
qokk	Ko ŋgokkumi, no moɗɗyi.
(qa)	Ko ŋgokkuɗaa, no moɗɗyi.
waɗ	Ko mbaɗɗaa, no moɗɗyi.
(mi)	Ko mbaɗmi, no moɗɗyi.

c) Progressive Substitution Drill

Cue	Pattern
	Mi wiyi mo, no mbaɗmi ɗum.
qo	Qo wiyi mo, no mbaɗmi ɗum.
ɓe	Qo wiyi ɓe, no mbaɗmi ɗum.
qa	Qa wiyi ɓe, no mbaɗmi ɗum.
mo	Qa wiyi mo, no mbaɗumi ɗum.
meŋ	Meŋ mbiyi mo, no mbaɗmi ɗum.
ma	Meŋ wiyi ma, no mbaɗmi ɗum.
qen	Qen mbiyi ma, no mbaɗmi ɗum.
ɓe	Qen mbiyi ɓe, no mbaɗmi ɗum.
qa	Qa wiyi ɓe, no mbaɗmi ɗum.
mo	Qa wiyi mo, no mbaɗmi ɗum.
mi	Mi wiyi mo, no mbaɗmi ɗum.

d) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı wıyı mo, no mbaɗmı ɗum.
qo	Qo wıyı mo, no mbaɗmı ɗum.
ɓe	Qo wıyı ɓe, no mbaɗmı ɗum.
heɓ	Qo wıyı ɓe, no heɓmı ɗum.
qa	Qa wıyı ɓe, no heɓmı ɗum?
Samba	Qa wıyı Samba, no heɓmı ɗum?
nan	Qa wıyı Samba, no nanmı ɗum?
qon	Qon mbıyı Samba, no nanmı ɗum?
mo	Qon mbıyı mo, no nanmı ɗum?
taw	Qon mbıyı mo, no tawmı ɗum?
meŋ	Meŋ mbıyı mo, no tawmı ɗum.
ma	Meŋ mbıyı ma, no tawmı ɗum.
nan	Meŋ mbıyı ma, no nanmı ɗum.
qen	Qen mbıyı ma, no nanmı ɗum.
ɓe	Qen mbıyı ɓe, no nanmı ɗum.
taw	Qen mbıyı ɓe, no tawmı ɗum.
mı	Mı wıyı ɓe, no tawmı ɗum.
mo	Mı wıyı mo, no tawmı ɗum.
wad	Mı wıyı mo, no mbaɗmı ɗum.

e) Random Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Mı wıyı mo, no mbaɗmı ɗum.
haal	Mı haalı mo, no mbaɗmı ɗum.
qa	Qa haalı mo, no mbaɗɗaa ɗum.
heɓ	Qa haalı mo, no keɓɗaa ɗum.
qon	Qon kaalı mo, no keɓɗon ɗum.
taw	Qon kaalı mo, no tawɗon ɗum.
meŋ	Meŋ kaalı mo, no tawmeŋ ɗum.
wıı	Meŋ mbıyı mo, no tawmeŋ ɗum.
qen	Qen mbıyı mo, no tawɗen ɗum.
haal	Qen kaalı mo, no tawɗen ɗum.
ɓe	Ɓe kaalı mo, no ɓe tawı ɗum.
waɗ	Ɓe kaalı mo, no ɓe mbaɗı ɗum.
mı	Mı haalı mo, no mbaɗmı ɗum.
qo	Qo haalı mo, noo waɗı ɗum.
wıı	Qo wıyı mo, noo waɗı ɗum.
mı	Mı wıyı mo, no mbaɗmı ɗum.

f) Random Substitution-Correlation Drill

Cue	Pattern
	Qo wiyi kam, noo tawi ɗum.
qa	Qa wiyi kam, no tawɗaa ɗum.
ɓe	Ɓe mbiyi kam, no ɓe tawi ɗum.
meŋ	Ɓe mbiyi meŋ, no ɓe tawi ɗum.
qon	Qon mbiyi meŋ, no tawɗon ɗum.
mo	Qon mbiyi mo, no tawɗon ɗum.
qen	Qen mbiyi mo, no tawɗen ɗum.
ɓe	Qen mbiyi ɓe, no tawɗen ɗum.
mi	Mi wiyi ɓe, no tawmi ɗum.
mo	Mi wiyi mo, no tawmi ɗum.
qo	Qo wiyi mo, noo tawi ɗum.
kam	Qo wiyi kam, noo tawi ɗum.

g) Random Substitution-Correlation Drill

Cue	Pattern
	Qo wiyi kam, noo tawi ɗum.
qa	Qa wiyi kam, no tawɗaa ɗum.
haal	Qa haali kam, no tawɗaa ɗum.
mo	Qa haali mo, no tawɗaa ɗum.
waɗ	Qa haali mo, no mbaɗɗaa ɗum.
ɓe	Ɓe kaali mo, no ɓe mbaɗi ɗum.
wii	Ɓe mbiyi mo, no ɓe mbaɗi ɗum.
ma	Ɓe mbiyi ma, no ɓe mbaɗi ɗum.
heɓ	Ɓe mbiyi ma, no ɓe keɓi ɗum.
mi	Mi wiyi ma, no keɓmi ɗum.
haal	Mi haali ma, no keɓmi ɗum.
mo	Mi haali mo, no keɓmi ɗum.
nan	Mi haali mo, no nanmi ɗum.
qo	Qo haali mo, noo nani ɗum.
wii	Qo wiyi mo, noo nani ɗum.
kam	Qo wiyi kam, noo nani ɗum.
taw	Qo wiyi kam, noo tawi ɗum.

h) Progressive Substitution Drill

Cue	Pattern
	Qo wiyi, ko mbiimi.
ɓe	Ɓe mbiyi, ko mbiimi.
waɗ	Ɓe mbaɗi, ko mbiimi.
qo	Ɓe mbaɗi, koo wiyi.
waɗ	Ɓe mbaɗi, koo waɗi.
meŋ	Meŋ mbaɗi, koo waɗi.
yii	Meŋ ñjiyi, koo waɗi.
qa	Meŋ ñjiyi, ko mbaɗɗaa.
yii	Meŋ ñjiyi, ko ñjiiɗaa.
qen	Qen ñjiyi, ko ñjiiɗaa.
qand	Qen ŋgandi, ko ñjiiɗaa.
Demba	Qen ŋgandi, ko Demba yiyi.
jog	Qen ŋgandi, ko Demba jogi.
mi	Mi qandi, ko Demba jogi.
taw	Mi tawi, ko Demba jogi.
baabam	Mi tawi, ko baabam jogi.
yii	Mi tawi, ko baabam yiyi.
qo	Qo tawi, ko baabam yiyi.

i) Progressive Substitution Drill

Cue	Pattern
	Qo yahi, to ñjaanomi.
ɓe	Ɓe ñjahi, to ñjaanomi.
waal	Ɓe mbaali, to ñjaanomi.
(qa)	Ɓe mbaali, to ñjaanoɗaa.
meŋ	Meŋ mbaali, to ñjaanoɗaa.
ñall	Meŋ ñalli, to ñjaanoɗaa.
(qon)	Meŋ ñalli, to ñjaanoɗon.
mi	Mi ñalli, to ñjaanoɗon.
hiir	Mi hiiri, to ñjaanoɗon.
(qa)	Mi hiiri, to ñjaanoɗaa.
qo	Qo hiiri, to ñjaanoɗaa.
yaa	Qo yahi, to ñjaanoɗaa.
(mi)	Qo yahi, to ñjaanomi.

j) Random Substitution-Correlation Drill

Cue	Pattern
	Ko mbaɗtaa,nabaa mo,to galleqameŋ.
ɓe	Ko ɓe mbaɗata,ɓe naba mo,to galleqameŋ.
(qon)	Ko mbaɗton,nabon mo,to galleqameŋ.
ɗum	Ko mbaɗton,nabon ɗum,to galleqameŋ.
saare	Ko mbaɗton,nabon ɗum,to saareqameŋ.
Bookari	Ko mbaɗton,nabon ɗum,to saare Bookari.
(qen)	Ko mbaɗten,naben ɗum,to saare Bookari.
mo	Ko mbaɗten,naben mo,to saare Bookari.
ŋgesa	Ko mbaɗten,naben mo,to ŋgesa Bookari.
-makko	Ko mbaɗten,naben mo,to ŋgesamakko.
(qa)	Ko mbaɗtaa,nabaa mo,to ŋgesamakko.
ɗum	Ko mbaɗtaa,nabaa ɗum,to ŋgesamakko.
galle	Ko mbaɗtaa,nabaa ɗum,to gallemakko.
-qameŋ	Ko mbaɗtaa,nabaa ɗum,to galleqameŋ.

k) Progressive Substitution Drill

Cue	Pattern	
	Neɗɗo qo,ñjiimi ton,ko debbo Demba.	'The person I saw there is Demba's wife.'
debbo	Debbo qo,ñjiimi ton,ko debbo Demba.	
ɓe	Debbo qo,ɓe ñjiyi ton, ko debbo Demba.	
taw	Debbo qo,ɓe tawi ton, ko debbo Demba.	
ɗo	Debbo qo,ɓe tawi ɗo, ko debbo Demba.	
miñirawo	Debbo qo,ɓe tawi ɗo, ko miñirawo Demba.	
-makko	Debbo qo,ɓe tawi ɗo, ko miñirawomakko.	
gorko	Gorko qo,ɓe tawi ɗo, ko miñirawomakko.	
meŋ	Gorko qo,meŋ tawi ɗo,ko miñirawomakko.	
yii	Gorko qo,meŋ ñjiyi ɗo, ko miñirawomakko.	
ton	Gorko qo,meŋ ñjiyi ton, ko miñirawomakko.	
kaw	Gorko qo,meŋ ñjiyi ton, ko kawmakko.	
-moɗon	Gorko qo,meŋ ñjiyi ton, ko kawmoɗon.	
neɗɗo	Neɗɗo qo,meŋ ñjiyi ton, ko kawmoɗon.	
mi	Neɗɗo qo,ñjiimi ton,ko kawmoɗon.	
ɗo	Neɗɗo qo,ñjiimi ɗo,ko kawmoɗon.	
debbo	Neɗɗo qo,ñjiimi ɗo,ko debbomoɗon.	
Demba	Neɗɗo qo,ñjiimi ɗo,ko debbo Demba.	
ton	Neɗɗo qo,ñjiimi ton,ko debbo Demba.	

l) Response Drill

Cue	Response
Qa nani koo waɗi?	Qalaa, hoɗum qo waɗi?
Qa qandi too yahi?	Qalaa, honto qo yahi?
Qa qandi honto ɓe ñjahi?	Qalaa, honto ɓe ñjahi?
Qa qandi honto ɓe mbaali?	Qalaa, honto ɓe mbaali?
Qa nani ko ɓe mbiyi?	Qalaa, hoɗum ɓe mbiyi?
Qa nani koo wiyi?	Qalaa, hoɗum qo wiyi?
Qa qandi ko ɓe keɓi?	Qalaa, hoɗum ɓe keɓi?
Qa nani koo waɗi?	Qalaa, hoɗum qo wadi?

m) Response Drill

Cue	Response
Qaɗa nani koo wiyi?	Qalaa, mi nanaa koo wiyi.
Qoɗon ŋgandi too njaami?	Qalaa, meŋ ŋgandaa to njaaɗaa.
Qaɗa nani ko mbimi?	Qalaa, mi nanaa ko mbiɗaa.
Beɗo ŋgandi ko keɓmi?	Qalaa, ɓe ŋgandaa ko kebɗaa.
Qomo qandi to ñjaami?	Qalaa, qo qandaa to ñjaaɗaa.
Qaɗa qandi ko hoɗum?	Qalaa, mi qandaa ko hoɗum.

n) Progressive Substitution Drill

Cue	Pattern
	Qomo waali to ŋgaccu ma mi.
ɓe	Beɗo mbaali to ŋgaccu ma mi.
ɗaan	Beɗo ɗaani to ŋgaccu ma mi.[1]
tuma	Beɗo ɗaani tuma ŋgaccu ma mi.
yii	Beɗo ɗaani tuma ñjii ma mi.
qon	Qoɗon ɗaani tuma ñjii ma mi.
lel	Qoɗon leli tuma ñjii ma mi.
to	Qoɗon leli to ñjii ma mi.
taw	Qoɗon leli to taw ma mi.
qa	Qaɗa leli to taw ma mi.
ɗaan	Qaɗa ɗaani to taw ma mi.
tuma	Qaɗa ɗaani tuma taw ma mi.
yii	Qaɗa ɗaani tuma ñjii ma mi.
qo	Qomo ɗaani tuma ñjii ma mi.
waal	Qomo waali tuma ñjii ma mi.
to	Qomo waali to ñjii ma mi.
qacc	Qomo waali to ŋgaccu ma mi.

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[1] ɗaan - 'sleep'

o) Transformatıon Drıll

Cue	Pattern 1	Pattern 2
	Mı yıyı ma.	Qomo qandı, to ñȷıı ma mı.
mo	Mı yıyı mo.	Qomo qandı, to ñȷıı mo mı.
taw	Mı tawı mo.	Qomo qandı, to taw mo mı.
ma	Mı tawı ma.	Qomo qandı, to taw ma mı.
laar	Mı laarı ma.	Qomo qandı, to ndaar ma mı.
mo	Mı laarı mo.	Qomo qandı, to ndaar mo mı.
haal	Mı haalı mo.	Qomo qandı, to kaal mo mı.
ma	Mı haalı ma	Qomo qandı, to kaal ma mı.
wıı	Mı wıyı ma.	Qomo qandı, to mbıı ma mı.
mo	Mı wıyı mo.	Qomo qandı, to mbıı mo mı.
fad	Mı fadı mo.	Qomo qandı, to pad mo mı.
ma	Mı fadı ma.	Qomo qandı, to pad ma mı.
yıı	Mı yıyı ma.	Qomo qandı, to ñȷıı ma mı.

p) Response-Transformatıon Drıll

Cue	Pattern 1	Pattern 2
Qa yıyı kam na?	Qeeyı↑mı yıyı ma.	Qaɗa qandı, to ñȷıı ma mı.
Ɓe ñȷawtı kam na?	Qeeyı↑ɓe nȷawtı ma.	Ɓeɗo ŋgandı, to ñȷawtı ma mı.
Qa fadı kam na?	Qeeyı↑mı fadı ma.	Qaɗa qandı, to pad ma mı.
Qen kaalı mo na?	Qeeyı↑meŋ kaalı mo.	Qeɗen ŋgandı, to kaal meŋ mo.
Qon mbıyı mo na?	Qeeyı↑qen mbııyı mo.	Mıɗen ŋgandı, to mbııden mo.
Qa tawı mo na?	Qeeyı↑mı tawıı mo.	Qaɗa qandı, to ñȷıı mo mı.

q) Transformatıon Drıll

Cue	Pattern
Mı tawı ma, to saare nde.	Qomo qandı, to taw ma mı.
Mı yıyı ma, to ȷaŋgırdu.	Qomo qandı, to ñȷıı ma mı.
Mı nabı ma, to galleqameŋ.	Qomo qandı, to nab ma mı.
Mı fadı ma, to meɗen.	Qomo qandı, to pad ma mı.
Mı landıı ma, kullemakko.	Qomo qandı, ko lamdı ma mı.
Mı qokkı ma, kaalıs qo.	Qomo qandı, ko ŋgokku ma mı.
Mı haalı ma, fıı ɓıɗɗoqam.	Qomo qandı, ko kaal ma mı.
Mı waɗı mo, ko moɗɗyı.	Qomo qandı, ko mbad mo mı.
Mı qaddı ma leemuna.	Qomo qandı, ko ŋgaddu ma mı.
Mı sooɗı ma hunde.	Qomo qandı, ko cooɗ ma mı.
Mı nabı mo lekkı.	Qomo qandı, ko nab mo mı.
Mı wıyı mo kullemaa.	Qomo qandı, ko mbıı ma mı.
Mı tawı ma, to saare nde.	Qomo qandı, to taw ma mı.

r) Progressive Substitution Drill

Cue	
	Qomo qandi, tuma ñjii ma mi.
(ɓe)	Ɓeɗo qandi, *tuma* ñjii ma mi.
honto	Ɓedo qandi, honto *ñjii* ma mi.
taw	Ɓeɗo qandi, honto taw *ma* mi.
mo	*Ɓeɗo* qandi, honto taw mo mi.
(qon)	Qoɗon qandi, *honto* taw mo ma.
honno	Qoɗon qandi, honno *taw* mo ma.
yii	Qoɗon qandi, honno ñjii mo ma.
ɓe	*Qoɗon* qandi, honno mi yiyi ɓe.
(mi)	Miɗo qandi, *honno* mi yiyi ɓe.
honto	Miɗo qandi, honto mi *yiyi* ɓe.
taw	Miɗo qandi, honto mi tawi *ɓe*.
ma	Miɗo qandi, honto taw ma mi.
(qo)	Qomo qandi, *honto* taw ma mi.
tuma	Qomo qandi, tuma *taw* ma mi.
yii	Qomo qandi, tuma ñjii ma mi.

s) Repeat drills *n* through *q* substituting *ɓe*, for *mo* or *ma* as appropriate.

For example: (o)

	Qomo waali, to mi qacci ɓe.
ɓe	Ɓeɗo *mbaali*, to mi qacci ɓe.
ɗaan	Ɓeɗo ɗaani, *to* mi qacci ɓe,
tuma	Ɓeɗo ɗaani, to mi *qacci* ɓe.
yii	Ɓeɗo ɗaani, to mi yiyi *ɓe.*
ma	*Ɓeɗo* ɗaani, to ñjii ma mi.
	etc.

8.6 Note: The 'retrospective' pronoun suffix [-(V)n] 'the one previously mentioned'.

In 8.2 above we note that an 'emphatic' personal pronoun form occurs with, in first and second person forms, a suffix consisting of /n/ after vowels and a vowel plus /n/ after consonants:

	Simple	*Emphatic*
1st person singular	mi	min
2nd person singular	qa	qan

1st person plural		meŋ	minen
2nd person plural	inclusive	qen	qenen
	exclusive	qon	qonon

The 'parallel' forms for third person there listed are kaŋko and kamɓe, although qo and ɓe are also used in the constructions there detailed.

Actually there are two distinct usages in which extended (suffixed) pronouns of all classes (including the [qo] class) can occur. One of these is that outlined in 8.2 with /ko/ or a redundant subject form 'As for me, I...' etc. This is called the 'emphatic' demonstrative.

A second usage of extended pronoun forms is as subject or object in sentence where the noun has previously been mentioned. Clearly, the first and second personal pronouns do not occur in this construction since there is no need to refer to 'the I previously mentioned' etc.

In this usage, then, can occur the demonstrative pronoun forms of all noun classes, with a suffix [-(V)n]. Thus, this demonstrative of the [qo] class is qon (not to be confused with the second person plural pronoun). Similarly the pronoun of the [ɓe] class is ɓen, etc.

Since this form refers to 'member of this class previously mentioned' we call the 'retrospective demonstrative pronoun' form.

In practice qon is the common one of these pronouns, those of other classes being relatively rare. In fact, qon as a general retrospective demonstrative is frequently found before words of classes other than the [qo] class (as, indeed, are qo and qoya). Thus:

qo deftere	'this book'
qoya deftere	'that book [there]'
qon deftere	'that (previously mentioned) book'

At this point qon is the only one of these retrospective demonstratives which will be drilled.

Note the parallelism between this structure for class pronouns and the relationship between to 'to, at that place' and ton 'that (previously mentioned) place' and between ɗo 'here' and ɗon 'this (previously mentioned) place'.)

8.7 Grammar Drills on Restrospective Demonstrative qon

a) Progressive Substitution Drill

Cue	Pattern
	Kono qon gorko yahi jooni.
debbo	Kono qon debbo yahi jooni.
sell	Kono qon debbo selli jooni.
dokotor	Kono qon dokotor selli jooni.
qar	Kono qon dokotor qari jooni.
neɗɗo	Kono qon neɗɗo qari jooni.
yaa	Kono qon neɗɗo yahi jooni.
gorko	Kono qon gorko yahi jooni.

b) Progressive Substitution-Correlation Drill

Cue	Pattern
	Miɗo yiɗi qon defteremaaɗa.
(qo)	Qomo yiɗi qon defteremaaɗa.
moɗon	Qomo yiɗi qon defteremoɗon.
(qen)	Qeɗen ñjiɗi qon defteremoɗon.
makko	Qeɗen ñjiɗi qon defteremakko.
(meŋ)	Miɗen ñjiɗi qon defteremakko.
maaɗa	Miɗen ñjiɗi qon defteremaaɗa.
(mi)	Miɗo yiɗi qon defteremaaɗa.

8.8 NARRATIVE

New words:

yııdaade	to see one another
lamdaade	to ask
haalaa [ka] ( )	speech, language, talk

Demba qe Yompa

Tuma Demba ñȷııdı qe Yompa haŋkı, Demba wıyı mo, Samba haalaanı mo debbo Yompa sellaa. Non Yompa wıyı mo reedu debbomakko sellaano gıla heccıhaŋkı, Demba lamdı mo kadı sı qo nabı debbomakko to kampama. Non Yompa wıyı mo debbomakko ȷaɓaanı yaade to kampama qo, paskı qo suusaano dokotor qo. Kadı Demba wıyı mo, yoo nab ɗeɓɓomakko to gallemaɓɓe, paskı dokotor moɗɗyo no ton. Yompa ȷaɓı qe ɗum haalaa, kono qo haalı Demba yoo fad haa ȷemma. Non kadı Demba wıyı mo, sı qomo qarta, yoo qarta qe baabamum, paskı qon no qandı dokotor qo.

8.9 Questıons for Dıscussıon

1. Ko hoɗum Samba haalııno Demba?
2. Hoɗum heɓno debbo Yompa?
3. Ko waɗı debbo Yompa ȷabaanı yaade to kampama?
4. Ko hoɗum Demba wıyı Yompa, yoo waɗ?
5. Ko waɗı Demba wıyı Yompa, yoo naba debbomakko?
6. Ko waɗı Demba wıyı Yompa, yoo qardaa qe baabamakko?
7. Tuma Demba haalı Yompa, yoo nab debbomakko to gallemaɓɓe, Yompa ȷabııno na?
8. Ko waktu ȷelu Yompa wıyı Demba, yoo fad haa qon tuma?
9. Ko Demba haalııno Samba, debbo Yompa sellaano na, maa ko Samba haalııno Demba?
10. Ko hoore debbo Yompa muusata na, maa ko reedumakko?
11. Yompa nabııno debbomakko to kampama na, maa qo nabaanı mo?
12. Ko Samba wıyı Yompa, yoo nab debbomakko to gallemaɓɓe na, maa ko Demba?
13. Ko to galle Samba, dokotor moɗɗyo qo wonı na, maa ko to galle Demba?
14. Hombo haalı Demba, debbo Yompa sellaano?
15. Ko hombo wıyı Yompa, yoo naba debbomakko to gallemaɓɓe?
16. Ko honto Demba wıyııno, dokotor moɗɗyo maɓɓe wonııno?

UNIT 9

9.0 Dialog: An Accident on the Road

	-Seydu-	
maay		die
Seeɗa tán, mi maaya, haŋki kiikiiɗe.		I nearly (just a bit) died yesterday evening.
	-Qabdul-	
Qe hoɗum?		Why? (with what?)
	-Seydu-	
moto [0] (motooji)		truck, bus, vehicle
yan		fall (over)
he		in, on
laawol [ŋgol] (laabi)		road, way
Motoqameŋ yani ↑ he laawol ŋgol.		Our bus fell over on the road.
	-Qabdul-	
jelu		how much?, how many?
Ko qonon jelu, wonno qe makko?		How many of you were in it?
	-Seydu-	
tati		three
sappo [ŋgo] (cappanɗe)[1]		ten
jowi		five
Meŋ cappán tati, qe jowi.		Thirty-five of us.
	-Qabdul-	
gaañ		be injured, get hurt
Kori yimɓe ɓe, gaañaani.		[I] hope people were not injured.
	-Seydu-	
hel		break
Ɗebbo gooto maayi, gooto heli, juŋgomakko.		One woman died, one broke her arm.
	-Qabdul-	
Ɓe tán?		Only those [two]?
	-Seydu-	
qandaa		doesn't/don't know
Qalaa ↑ mi qandaa, ko yimɓe jelu gaañi.		No, I don't know how many people got injured.

---

[1] Irregular plural in the [ɗe] class. The origin of the /-an/ is not clear. Often, as here, occurs without the /-ɗe/ suffix.

-Qabdul-	
teeri [0] (teeriɓe)	friend
Kori teerimaa, gaañaani?	[I] hope your friend was not injured?
-Seydu-	
Qalaa ↑ qo gaañaani.	No, he was not injured.
-Qabdul-	
hombo [qo] (hoɓɓe)	who?, which person?
Hombo qe hombo, gaañi kadi?	Who else got injured?
-Seydu-	
Ko Demba, qe ɓiɗɗo gorkomakko tán↑	Just Demba and his son.
-Qabdul-	
Yalla qokku mon jam.	May God give you peace.
-Seydu-	
Qaamin.	Amen.

9.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New word: ɗaan sleep (verb)

Cue	Pattern
	Seeɗa tán, mi maaya, haŋki kiikiiɗe.
qo	Seeɗa tán, qo maaya, haŋki kiikiiɗe.
gaañ	Seeɗa tán, qo gaaña, haŋki kiikiiɗe.
bimbi	Seeɗa tán, qo gaaña, haŋki bimbi.
ɓe	Seeɗe tán, ɓe gaaña, haŋki bimbi.
yaa	Seeɗa tán, ɓe ñjaha, haŋki bimbi.
ñalloma	Seeɗa tán, ɓe ñjaha, haŋki ñalloma.
meŋ	Seeɗa tán, meŋ ñjaha, haŋki ñalloma.
qar	Seeɗa tán, meŋ ŋgara, haŋki ñalloma.
jemma	Seeɗa tán, meŋ ŋgara, haŋki jemma.
qon	Seeɗa tán, qon ŋgara, haŋki jemma.
ɗaan	Seeɗa tán, qon ɗaana, haŋki jemma.
kiikiide	Seeɗa tán, qon ɗaana, haŋki kiikiide.
neenemaa	Seeɗa tán, neenemaa ɗaana, haŋki kiikiiɗe.
yan	Seeɗa tán, neenemaa yana, haŋki kiikiiɗe.

	Seeɗa tán, neenemaa yana, haŋki kiikiiɗe.
bimbi	Seeɗa tán, neenemaa yana, haŋki bimbi.
mi	Seeɗa tán, mi yana, haŋki bimbi.
maay	Seeɗa tán, mi maaya, haŋki bimbi.
kiikiide	Seeɗa tán, mi maaya, haŋki kiikiiɗe.

b) Progressive Substitution Drill

New words:		
	kaalis [0]/kaaley[0] ( )	money
	suudu [ndu] (cuudi)	house
	qaddu	bring
	yey	sell

Cue	
	Seeɗa tán, mi qokka mo, kaalis.
qo	Seeɗa tán, qo qokka mo, kaalis.
qadd	Seeɗa tán, qo qadda mo, kaalis.
kam	Seeɗa tán, qo qadda kam, kaalis.
deftere nde	Seeɗa tán, qo qadda kam, deftere nde.
ɓe	Seeɗa tán, ɓe ŋgadda kam, deftere nde.
holl	Seeɗa tán, ɓe kolla kam, deftere nde.
ma	Seeɗa tán, ɓe kolla ma, deftere nde.
laawol ŋgol	Seeɗa tán, ɓe kolla ma, laawol ŋgol.
meŋ	Seeɗa tán, meŋ kolla ma, laawol ŋgol.
haal	Seeɗa tán, meŋ kaala ma, laawol ŋgol.
mo	Seeɗa tán, meŋ kaala mo, laawol ŋgol.
kibaaru ndu	Seeɗa tán, meŋ kaala mo, kibaaru ndu.
qo	Seeɗa tán, qo haala mo, kibaaru ndu.
yey	Seeɗa tán, qo yeya mo, kibaaru ndu.
ma	Seeɗa tán, qo yeya ma, kibaaru ndu.
suudu ndu	Seeɗa tán, qo yeya ma, suudu ndu.
ɓe	Seeɗa tán, ɓe ñjeya ma, suudu ndu.
qokk	Seeɗa tán, ɓe ŋgokka ma, suudu ndu.
mo	Seeɗa tán, ɓe ŋgokka mo, suudu ndu.
kaalis	Seeɗa tán, ɓe ŋgokka mo, kaalis.
mi	Seeɗa tán, mi qokka mo, kaalis.

c) Simple Substitution Drill

Cue	Pattern
	Motoqameŋ yani, to laawol ŋgol.
-makko	Motomakko yani, to laawol ŋgol.
-moɗon	Motomoɗon yani, to laawol ŋgol.
-meɗen	Motomeɗen yani, to laawol ŋgol.
-maɓɓe	Motomaɓɓe yani, to laawol ŋgol.
neenemaa	Moto neenemaa yani, to laawol ŋgol.
baabamaa	Moto baabamaa yani, to laawol ŋgol.
kawmaa	Moto kawmaa yani, to laawol ŋgol.
bandirawomaa	Moto bandirawomaa yani, to laawol ŋgol.
-qam	Motoqam yani, to laawol ŋgol.
-maa	Motomaa yani, to laawol ŋgol.
-mon	Motomon yani, to laawol ŋgol.
-qameŋ	Motoqameŋ yani, to laawol ŋgol.

d) Progressive Substitution Drill

Cue	Pattern
	Ko ɓe jelu, wonno qe makko?
maɓɓe	Ko ɓe jelu, wonno qe maɓɓe?
worɓe	Ko worɓe jelu, wonno qe maɓɓe?
ɗum	Ko worɓe jelu, wonno qe ɗúm?
minen	Ko minen jelu, wonno qe ɗúm?
makko	Ko minen jelu, wonno qe makko?
rewɓe	Ko rewɓe jelu, wonno qe makko?
maɓɓe	Ko rewɓe jelu, wonno qe maɓɓe?
yimɓe	Ko yimɓe jelu, wonno qe maɓɓe?
ɗum	Ko yimɓe jelu, wonno qe ɗúm?
qenen	Ko qenen jelu, wonno qe ɗúm.
makko	Ko qenen jelu, wonno qe makko?
meŋ	Ko meŋ jelu, wonno qe makko?
ɗum	Ko meŋ jelu, wonno qe ɗúm?
qonon	Ko qonon jelu, wonno qe ɗúm?
makko	Ko qonon jelu, wonno qe makko?

e) Random Substıtutıon Drıll

New word: nogas twenty

Cue	Pattern
	Meŋ cappánɗe tatı, qe ȷowı.
qonon	Qonon cappánɗe tatı, qe ȷowı.
ɓe	Ɓe cappánɗe tatı, qe ȷowı.
nogas	Ɓe nogas, qe ȷowı.
meŋ	Meŋ nogas, qe ȷowı.
sappo	Meŋ sappo, qe ȷowı.
qonon	Qonon sappo, qe ȷowı.
cappanɗe tatı	Qonon cappánɗe tatı, qe ȷowı.
meŋ	Meŋ cappánɗe tatı, qe ȷowı.

f) Progressıve Substıtutıon Drıll

New word: faw be sıck

Cue	Pattern
	Korı yımɓe ɓe, gaañaanı?
rewɓe	Korı rewɓe ɓe, gaañaanı?
maay	Korı rewɓe ɓe, maayaanı?
worɓe	Korı worɓe ɓe, maayaanı?
faw	Korı worɓe ɓe, fawaanı?
ɓıɗɗoqam	Korı ɓıɗɗoqam, fawaanı?
gaañ	Korı ɓıɗɗoqam, gaañaanı?
ȷuŋgomakko	Korı ȷúŋgomakko, gaañaanı?
muus	Korı ȷúŋgomakko, muusaanı?
daandemaa	Korı daandemaa, muusaanı?
gaañ	Korı daandemaa, gaañaanı?
koyɗemaɓɓe	Korı kóyɗemaɓɓe, gaañaanı?
muus	Korı kóyɗemaɓɓe, muusaanı?
gıtemaa	Korı gıtemaa, muusaanı?
gaañ	Korı gıtemaa, gaañaanı?
ñııɗyemakko	Korı ñíıɗyemakko, gaañaanı?
muus	Korı ñíıɗyemakko, muusaanı?
hooremaa	Korı hooremaa muusaanı?
gaañ	Korı hooremaa, gaañaanı?
yımɓe ɓe	Korı yımɓe ɓe, gaañaanı?

g) Random Substitution Drill

Cue	
	Qalaa ↑ mi qandaa, ko yimɓe jelu gaañi.
ɓe	Qalaa ↑ ɓe ŋgandaa, ko yimɓe jelu gaañi.
yaa	Qalaa ↑ ɓe ŋgandaa, ko yimɓe jelu ñjahi.
rewɓe	Qalaa ↑ ɓe ŋgandaa, ko rewɓe jelu ñjahi.
meŋ	Qalaa ↑ meŋ ŋgandaa, ko rewɓe jelu ñjahi.
worɓe	Qalaa ↑ meŋ ŋgandaa, ko worɓe jelu ñjahi.
qar	Qalaa ↑ meŋ ŋgandaa, ko worɓe jelu ŋgari.
qon	Qalaa ↑ qon ŋgandaa, ko worɓe jelu ŋgari.
yimɓe	Qalaa ↑ qon ŋgandaa, ko yimɓe jelu ŋgari.
maay	Qalaa ↑ qon ŋgandaa, ko yimɓe jelu maayi.
qo	Qalaa ↑ qo qandaa, ko yimɓe jelu maayi.
yan	Qalaa ↑ qo qandaa, ko yimɓe jelu yani.
ɓe	Qalaa ↑ ɓe ŋgandaa, ko yimɓe jelu yani.
rewɓe	Qalaa ↑ ɓe ŋgandaa, ko rewɓe jelu yani.
yaa	Qalaa ↑ ɓe ŋgandaa, ko rewɓe jelu ñjahi.
mi	Qalaa ↑ mi qandaa, ko rewɓe jelu ñjahi.
yimɓe	Qalaa ↑ mi qandaa, ko yimɓe jelu ñjahi.
gaañ	Qalaa ↑ mi qandaa, ko yimɓe jelu gaañi.

9.2 Note: Active Potential Verb Forms.

Note the sentences:

Kori qa nanat kibaaru baabamakko?	'I trust you hear news of his father.'
Miɗo yaha galle kono mi qaray kiikiiɗe.	'I'm going home but I'll return [this] evening.'
Qawa, qa taway kam ɗo.	'OK, you'll find me here.'

These sentences illustrate two forms of the active verb which are imperfective in aspect (as evidenced by the /-a/ suffix to the verbal base) and are potential in tense. The two forms are distinguished by the suffixes /-y/ and /-t/. In general /-y/ signals a potentiality which is indefinite and indicates the intention to perform the act or the likelihood that the act will be performed. A translation with 'will' is often appropriate to this form, since 'will' in American English normally signals a willingness or likelihood rather than a definite statement of future action.

The form with /-t/ has two functions. Commonly it signals a definite future action and may be translated with 'going to', but it may, as in the example sentence, signal an action which may have already occurred but which the speaker has no way of knowing. In this latter sense some form such as kori is commonly present to hedge the definiteness of the statement. A translation such as 'You surely are hearing' or 'You'll surely hear' might render the sense of this sequence.

The form with /-t/ is also used to signal a habitual action - one which has occurred and, hence, may be assumed to have a rather definite potentiality for occurring again in the future.

Note that the short form personal subject pronouns are used with all potential forms, and that the forms following plural subject have consonant alternation:

mi qarat meŋ ŋgarat

9.3 Grammar Drills on Active Potential Verb Forms

a) Simple Substitution Drill

Cue	Pattern
	Mi yahat to saare Jibel.
foft	Mi foftat to saare Jibel.
yar	Mi yarat to saare Jibel.
hiir	Mi hiirat to saare Jibel.
waal	Mi waalat to saare Jibel.
jaŋg	Mi jaŋgat to saare Jibel.
yaa	Mi yahat to saare Jibel.

b) Repeat drill (a) with suffix /-y/ instead of /-t/.

c) Simple Substitution Drill

Cue	Pattern
	Samba haalat ɗum.
nan	Samba nanat ɗum.
heɓ	Samba heɓat ɗum.
laar	Samba laarat ɗum.
yar	Samba yarat ɗum.
wii	Samba wiyat ɗum.
qudd	Samba quddat ɗum.
quddit	Samba quddıtat ɗum.
yii	Samba yiyat ɗum.
laaroy	Samba laaroyat ɗum.
jaɓ	Samba jaɓat ɗum.
qokk	Samba qokkat ɗum.
haal	Samba haalat ɗum.

d) Repeat drill (c) with suffix /-y/ instead of /-t/.

e) Simple Substitution Drill

Cue	Pattern
	Neenemaa qarat kiikiiɗe.
ɓe	Ɓe ŋgarat kiikiiɗe.
baabamakko	Baabamakko qarat kiikiiɗe.
qon	Qon ŋgarat kiikiiɗe?
debbam	Debbam qarat kiikiiɗe.
meŋ	Meŋ ŋgarat kiikiiɗe.
ɓiɗɗomaa	Ɓiɗɗomaa qarat kiikiiɗe.
qo	Qo qarat kiikiiɗe.
qa	Qa qarat kiikiiɗe?
Samba	Samba qarat kiikiiɗe.
Demba	Demba qarat kiikiiɗe.
mi	Mi qarat kiikiiɗe.
neenemaa	Neenemaa qarat kiikiiɗe.

f) Progressive Substitution Drill

Cue	Pattern
	Kori qa nanat, kibaarumakko?
qo	Kori qo nanat, kibaarumakko?
-mon	Kori qo nanat, kibaarumón?
ɓe	Kori ɓe nanat, kibaarumón?
-maaɗa	Kori ɓe nanat, kibaarumaaɗa?
meŋ	Kori meŋ nanat, kibaarumaaɗa?
-maɓɓe	Kori meŋ nanat, kibaarumaɓɓe?
qon	Kori qon nanat, kibaarumaɓɓe?
-mum	Kori qon nanat, kibaarumúm?
qen	Kori qen nanat, kibaarumúm?
-makko	Kori qen nanat, kibaarumakko?
qa	Kori qa nanat, kibaarumakko?

g) Progressive Substitution-Correlation Drill

Cue	Pattern
	Qa taway kam, to galleqameŋ?
qo	Qo taway kam, to galleqameŋ.
nab	Qo nabay kam, to galleqameŋ.
ma	Qo nabay ma, to galleqameŋ.
saare	Qo nabay ma, to sareqameŋ.
maa	Qo nabay ma, to saaremaa.

	Qo nabay ma, to saaremaa.
ɓe	Ɓe nabay ma, to saaremaa.
yıı	Ɓe ñȷıyay ma, to saaremaa.
mo	Ɓe ñȷıyay mo, to saaremaa.
ŋgesa	Ɓe ñȷıyay mo, to ŋgesamaa.
-moɗon	Ɓe ñȷıyay mo, to ŋgesamoɗon.
qon	Qon ñȷıyay mo, to ŋgesamoɗon.
fad	Qon paday mo, to ŋgesamoɗon.
meŋ	Qon paday meŋ, to ŋgesamoɗon.
marse	Qon paday meŋ, to marsemoɗon.
-maɓɓe	Qon paday meŋ, to marsemaɓɓe.
qo	Qo paday meŋ, to marsemaɓɓe.
yıı	Qo yıyay meŋ, to marsemaɓɓe.
ma	Qo yıyay ma, to marsemaɓɓe.
saare	Qo yıyay ma, to saaremaɓɓe.
-mon	Qo yıyay ma, to saaremon.
meŋ	Meŋ ñȷıyay ma, to saaremon.
fad	Meŋ paday ma, to saaremon.
mo	Meŋ paday mo, to saaremon.
marse	Meŋ paday mo, to marsemon.
-makko	Meŋ paday mo, to marsemakko.
qa	Qa faday mo, to marsemakko.
taw	Qa taway mo, to marsemakko.
kam	Qa taway kam, to marsemakko.
galle	Qa taway kam, to gallemakko.
-qameŋ	Qa taway kam, to galleqameŋ.

h) Random Substıtutıon Drıll

Cue	Pattern
	Demba waalat, to saareqameŋ.
ɗo	Demba waalát ɗo.
qar	Demba qarát ɗo.
sell	Demba sellát ɗo.
debbomaa	Debbomaa sellát ɗo.
to kampama qo	Debbomaa sellat, to kampama qo.
yaa	Debbomaa uahat, to kampama qo.
mı	Mı sellat, to kampama qo.
kawqam	Kawqam sellat, to kampama qo.
marse qo	Kawqam yahat, to marse qo.
hıır	Kawqam hıırat, to marse qo.
ɓe	Ɓe kıırat, to marse qo.
ton	Ɓe kıırát ton.
tawat ma	Ɓe tawat má ton.

	Ɓe tawat má ton.
to saare nde	Ɓe tawat ma, to saare nde.
meŋ	Meŋ tawat ma, to saare nde.
laaroy	Meŋ ndaaroyat ma to saare nde.
yii	Meŋ ñjiyat ma, to saare nde.
Samba	Samba yiyat ma, to saare nde.
saareqameŋ	Samba yiyat ma, to saareqameŋ.
Demba	Demba waalat, to saareqameŋ.

i) Repeat drill (h) using suffix /-y/ instead of /-t/.

j) Progressive Substitution Drill

Cue	Pattern
	Samba wiyat ma ɗum.
qo	Qo wiyat ma ɗum.
haal	Qo haalat ma ɗum.
mo	Qo haalat mo ɗum.
ɓe	Ɓe kaalat mo ɗum.
qokk	Ɓe ŋgokkat mo ɗum.
qon	Ɓe ŋgokkat qon ɗum.
meŋ	Meŋ ŋgokkat qon ɗum.
haal	Meŋ kaalat qon ɗum.
mo	Meŋ kaalat mo ɗum.
qo	Qo haalat mo ɗum.
qokk	Qo qokkat mo ɗum.
kam	Qo qokkat kam ɗum.
Samba	Samba qokkat kam ɗum.
wii	Samba wiyat kam ɗum.
ma	Samba wiyat ma ɗum.

k) Substitution-Transformation Drill (Definite potential to indefinite potential)

New word: hande today

Cue	Pattern 1	Pattern 2
	Neenemaa qarat kiikiiɗe.	Si Qalla jaɓi, neenemaa qaray kiikiiɗe.
yimɓe ɓe	Yimɓe ɓe ŋgarat kiikiiɗe.	Si Qalla jaɓi, yimɓe ɓe ŋgaray kiikiiɗe.
jaŋgo	Yimɓe ɓe ŋgarat jaŋgo.	Si Qalla jaɓi, yimɓe ɓe ŋgaray jaŋgo.
yaa	Yimɓe ɓe ñjahat jaŋgo.	Si Qalla jaɓi, yimɓe ɓe ñjahay jaŋgo.
biddoqzm	Biɗɗoqam yahat jaŋgo.	Si Qalla jaɓi, ɓiɗɗoqam yahay jaŋgo.
wonat ɗo	Biɗɗoqam wonat ɗo, jaŋgo.	Si Qalla jaɓi, ɓiɗɗoqam wonay ɗo, jaŋgo.

	Ɓıɗɗoqam wonat ɗo, ȷaŋgo.	Sı Qalla ȷaɓı, ɓıɗɗoqam wonay ɗo, ȷaŋgo.
hande	Ɓıɗɗoqam wonat ɗo, hande.	Sı Qalla ȷaɓı, ɓıɗɗoqam wonay ɗo, hande.
kawmakko.	Kawmakko wonat ɗo, hande.	Sı Qalla ȷaɓı, kawmakko wonay ɗo, hande.
ñallat ton	Kawmakko ñallat ton, hande.	Sı Qalla ȷaɓı, kawmakko ñallay ton, hande.
ȷaŋgo	Kawmakko ñallat ton, ȷaŋgo.	Sı Qalla ȷaɓı, kawmakko ñallay ton, ȷaŋgo.
qo	Qo ñallat ton, ȷaŋgo.	Sı Qalla ȷaɓı, qo ñallay ton, ȷaŋgo.
waal	Qo waalat ton, ȷaŋgo.	Sı Qalla ȷaɓı, qo waalay ton, ȷaŋgo.
kııkııɗe	Qo waalat ton, kııkııɗe.	Sı Qalla ȷaɓı, qo waalay ton, kııkııɗe.
ɓe	Ɓe mbaalat ton, kııkııɗe.	Sı Qalla ȷaɓı, ɓe mbaalay ton, kııkııɗe.
yaa	Ɓe nȷahat ton, kııkııɗe.	Sı Qalla ȷaɓı, ɓe ñȷahay ton, kııkııɗe.
ȷaŋgo	Ɓe nȷahat ton, ȷaŋgo.	Sı Qalla ȷaɓı, ɓe ñȷahay ton, ȷaŋgo.
neenemaa	Neenemaa yahat ton, ȷaŋgo.	Sı Qalla ȷaɓı, neenemaa yahay ton, ȷaŋgo.
qar	Neenemaa qarat ȷaŋgo.	Sı Qalla ȷaɓı, neenemaa qaray ȷaŋgo.
kııkııɗe	Neenemaa qarat kııkııɗe.	Sı Qalla ȷaɓı, neenemaa qaray kııkııɗe.

1) Response Drıll (Answer ın the affırmatıve only)

Questıons	Answers
Qa ȷaɓat yaade to saare na?	Qeeyı↑ mı ȷaɓat.
Qon ŋgarat ȷaŋgo na?	Qeeyı↑ meŋ ŋgarat ȷaŋgo.
Ɓe kaalanay mo ɗum na?	Qeeyı↑ ɓe kaalanay mo ɗum.
Qon ndaaroyat mo ton na?	Qeeyı↑ meŋ ndaaroyat mo ton.
Meŋ ŋgokkay Demba ɗum na?	Qeeyı↑ meŋ ŋgokkay mo ɗum.
Qa foftay ton na?	Qeeyı↑mı foftat ton.
Be ñȷahat ton na?	Qeeyı↑ ɓe ñȷahat ton.
Qon ŋgarat ɗo na?	Qeeyı↑ meŋ ŋgarat ɗo.
Meŋ mbaalat to mon na?	Qeeyı↑qon mbaalat to qameŋ.

9.4 Note: Actıve Imperfectıve Relatıve Verb Forms:

Note the sentences:

Tuma qo qarata?	'When wıll he come?'
Tuma ñȷaataa ŋgesamaa?	'When are you goıng to go to your farm?'
Hoɗum mbaɗtaa, to saare?	'What wıll you do ın town?'
Ko koyŋgalmakko, muusata.	'It's hıs leg that hurts.'
Ko mbaɗtaa naɓaa mo, to galleqameŋ.	'What you are to do [ıs] take her to our compound.'
Mı heɓı lekkı tuubaakooɓe, ɗum ñȷaratamı.	'I have European medıcıne, that's what I'm goıng to drınk.'

In these sentences we see imperfective relative forms parallel to the perfective relatives discussed in 8.4. Note that, like the perfective relative forms, these occur as the only verbs in short interrogative clauses (sentences 1, 2, 3) and as the verbs of dependent relative clauses (sentences 4, 5, 6).

Again, like the perfective relative forms, the imperfective relatives have pronominal suffixes in the first and second person forms with consonant alternation and prenasalization. The forms of the verb yaa are:

Tuma ŋgartaami?	When am I to come?
Tuma ŋgartaa?	When are you going to come?
Tuma qo qarata?	When is he going to come?
Tuma ŋgartaameŋ?	When are we going to come?
Tuma ŋgarten?	When are he and I/we going to come?
Tuma ŋgarton?	When are you going to come?
Tuma ɓe ŋgarata?	When are they going to come?

The third person forms also occur as:

Tuma qo qartaa?
Tuma ɓe ŋgartaa?

without change of meaning. In addition the second person forms may occur with a vowel preceding the /-t/. This vowel will be identical with the vowel following /-t/ as follows:

Tuma ŋgarataa?
Tuma ŋgareten?
Tuma ŋgaroton?

Also the student will hear, in interrogative sentences, forms with short-form subject pronouns in all persons as follows:

Tuma mi qarata?	Tuma meŋ ŋgarata?
Tuma qa qarata?	Tuma qon ŋgarata? Tuma qon ŋgarata?
Tuma qo qarata?	Tuma ɓe ŋgarata?

These forms are commoner for first person than for second. In the drills that follow the suffixed forms are practiced for second person, the short-form subject pronouns in all other persons.

9.5 Grammar Drills on Imperfective Relative Verb Forms

a) Progressive Substitution-Correlation Drill

Cue	Pattern
	Tuma qo qarata, to galleqameŋ?
ɓe	Tuma ɓe ŋgarata, to galleqameŋ?
yaa	Tuma ɓe ñjahata, to galleqameŋ?
saare	Tuma ɓe ñjahata, to saareqameŋ?
-qam	Tuma ɓe ñjahata, to saareqam?
(qa)	Tuma ñjahataa, to saareqam?
qar	Tuma ŋgarataa, to saareqam?
ŋgesa	Tuma ŋgarataa, to ŋgesaqam?
-meeɗen	Tuma ŋgarataa, to ŋgesameeɗen?
(qon)	Tuma ŋgaroton, to ŋgesameeɗen?
yaa	Tuma ñjahoton, to ŋgesameeɗen?
saare	Tuma ñjahoton, to saaremeeɗen?
-moɗon	Tuma ñjahoton, to saaremoɗon?
(qa)	Tuma ñjahataa, to saaremoɗon?
qar	Tuma ŋgarataa, to saaremoɗon?
galle	Tuma ŋgarataa, to gallemoɗon?
qameŋ	Tuma ŋgarataa, to galleqameŋ?

b) Progressive Substitution Drill

Cue	Pattern
	Ko mbaɗtaa, nabaa mo, to galleqameŋ.
ɓe	Ko ɓe mbaɗata, ɓe naba mo, to galleqameŋ.
ɗum	Ko ɓe mbaɗata, ɓe naba ɗum, to galleqameŋ.
saare	Ko ɓe mbaɗata, ɓe naba ɗum, to saareqameŋ.
Bookari	Ko ɓe mbaɗata, ɓe naba ɗum, to saare Bookari.
(qon)	Ko mbaɗoton, nabon ɗum, to saare Bookari.
ɓe	Ko mbaɗoton, nabon ɓe, to saare Bookari.
galle	Ko mbaɗoton, nabon ɓe, to galle Bookari.
-moɗon	Ko mbaɗoton, nabon ɓe, to gallemoɗon.
(qen)	Ko mbaɗeten, naben ɓe, to gallemoɗon.
mo	Ko mbaɗeten, naben mo, to gallemoɗon.
ŋgesa	Ko mbaɗeten, naben mo, to ŋgesamoɗon.
-meeɗen	Ko mbaɗeten, naben mo, to ŋgesameeɗen.
meŋ	Ko meŋ mbaɗata, meŋ naba mo, to ŋgesameeɗen.

c) Progressive Substitution Drill

Cue	Pattern
	Hoɗum mbaɗataa, to saare nde?
qo	Hoɗum qo waɗata, to saare nde?
yii	Hoɗum qo yiyata, to saare nde?
ŋgesa mba	Hoɗum qo yiyata, to ŋgesa mba?
ɓe	Hoɗum ɓe ñjiyata, to ŋgesa mba?
taw	Hoɗum ɓe tawata, to ŋgesa mba?
marse qo	Hoɗum ɓe tawata, to marse qo?
meŋ	Hoɗum meŋ tawata, to marse qo?
nab	Hoɗum meŋ nabata to marse qo?
jaŋgurdu ndu	Hoɗum meŋ nabata, to jaŋgurdu ndu?
mi	Hoɗum mi nabata, to jaŋgurdu ndu?
jaŋg	Hoɗum mi jaŋgata, to jaŋgurdu ndu?
gallemaa	Hoɗum mi jaŋgata, to gallemaa?
(qa)	Hoɗum jaŋgataa, to gallemaa?
waɗ	Hoɗum mbaɗataa, to saare nde?
saare nde	Hoɗum mbaɗataa, to saare nde?

d) Random Substitution Drill

New word:	honto	where?

Cue	Pattern
	Honto qo yahata, kiikiiɗe?
ɓe	Honto ɓe ñjahata, kiikiiɗe?
waal	Honto ɓe mbaalata, kiikiiɗe?
hande	Honto ɓe mbaalata, hande?
mi	Honto mi waalata, hande?
ñall	Honto mi ñallata, hande?
jaŋgo	Honto mi ñallata, jaŋgo?
qon	Honto qon ñallata, jaŋgo?
yar	Honto qon ñjarata, jaŋgo?
kiikiiɗe	Honto qon ñjarata, kiikiiɗe?
meŋ	Honto meŋ ñjarata, kiikiiɗe?
yaa	Honto meŋ ñjahata, kiikiiɗe?
hande	Honto meŋ ñjahata, hande?
qo	Honto qo yahata, hande?

9.8 Narratıve:

New words:

qaksıdaŋ [ø] (qaksıdaŋaaȷı)	accıdent
-qen	(a pluralızıng suffıx)
Seyduqen	Seydu and hıs group
goɗɗo [qo] (woɓɓe)	another person, someone else, another one

Qaksıdaŋ heɓııno moto Seyduqen haŋkı kııkııɗe. Ɗum yanııno to laawol ŋgol. Seeɗa tan Seydu maaya qe ɗum, kono kaŋko qe teerımakko haytus heɓaanı ɓe. Debbo gooto maayı, goɗɗo helı ȷuŋgo ŋgo-makko. Demba qe ɓıɗɗo-gorkomakko, ɓe kadı gaañııno. Ɓe cappanɗe tatı qe ȷowı wonno qe moto qo.

9.9 Questıons for Dıscussıon

1. Ko haŋkı moto Seyduqen yanı to laawol ŋgol na?
2. Seydu qe teerımakko gaañııno na?
3. Demba qe ɓıɗɗo-gorkomakko, ko ɓe tan gaañııno na?
4. Woɓɓe kadı gaañııno na?
5. Moto Seyduqen, ko ñallooma ɗum yanııno na, maa ko kııkııɗe?
6. Motomaɓɓe, ko to laawol ŋgol, yanııno na, maa to saare nde?
7. Seydu qe teerımakko ɓe gaañııno na, maa ɓe gaañaano?
8. Goɗɗo maayııno na, maa hay gooto maayaanı?
9. Demba qe ɓıɗɗo gorkomakko gaañııno na, maa ɓe gaañaanı?
10. Ko teerı Seydu kelııno ȷaŋgo ŋgo makko na, maa wonaa kaŋko?
11. Tuma moto Seyduqen yanııno to laawol ŋgol?
12. Ko yımɓe ȷelu wono he moto qo?
13. Ko ɓe ȷelu maayııno?
14. Hombo qe hombo gaañaanı he ɓe?
15. Demba qe hombo kadı gaañııno?
16. Ko moto hoɓɓe yanııno he laawol ŋgol?

UNIT 10

10.0 Dialog: Inquiring About a Job

-Ceerno-	
Jam kiiruɗaa?	Good morning.
-Jaawo-	
Jam tan ↑	Fine.
-Ceerno-	
liggaade	to work (middle-voice infinitive)
Qaɗa ligga, haa jooni na?	Are you working (up to) now?
-Jaawo-	
Qeeyi ↑ qaɗa yiɗi ligge?	Yes, do you want work?
-Ceerno-	
mawɗo [qo] (mawɓe/mawɗooɓe)	elderly person, elder
waaw	be able
Min, ko mi mawɗo, mi waawataa liggaade.	I am elderly, I can't work.
-Jaawo-	
lamdaade	to ask, enquire (middle-voice infinitive)
Ko waɗi qa lamdi kam, si miɗo ligga?	How come you asked me if I am working?
-Ceerno-	
Ko ɓiɗɗoqam wiyi, mi lamda ma.	My son ('child') told me to ask you.
-Jaawo-	
Ko waɗi qo wiyi, yaa lamda kam?	How come he told you to ('let you') ask me?
-Ceerno-	
Kaŋko kadi yiɗi liggaade.	He also wants to work.
-Jaawo-	
biro [0] (biroojі)	office
fam	understand, comprehend
Mi famí jooni, yoo qar to biroqameŋ.	Now, I understand. Let him come to our office.
-Ceerno-	
sikku	think, guess, suppose
Qa sikki, qa waaway heɓde mo ligge?	Do you think you will be able to get him a job?

-Jaawo-	
qaccu	leave, abandon
Qaccen ɗum, qe juŋgo Qalla.	Let's leave that in the hand of God.
-Ceerno-	
Qawa † baasi qala, qo qaray jaŋgo.	OK, no matter, he will be coming tomorrow.
-Jaawo-	
Kiiren jam, nani.	Good night.
-Ceerno-	
Qaamiin.	Amen.

10.1 Variation Drill on Basic Sentences

a) Progressive Substitution Drill

New word: ñaam eat

Cue	Pattern
	Qaɗa ligga, haa jooni na?
jaŋg	Qaɗa jaŋga, haa jooni na?
(ɓe)	Beɗo jaŋga, haa jooni na?
ñaam	Beɗo ñaama, haa jooni na?
(qon)	Qoɗon ñaama, haa jooni na?
ligg	Qoɗon ligga, haa jooni na?
(qo)	Qomo ligga, haa jooni na?
jaŋg	Qomo jaŋga, haa jooni na?
(meŋ)	Miɗen jaŋga, haa jooni na?
yaa	Miɗen ñjaha, haa jooni na?
(qon)	Qoɗon ñjaha, haa jooni na?
ñaam	Qoɗon ñaama, haa jooni na?
(ɓe)	Beɗo ñaama, haa jooni na?
ligg	Beɗo ligga, haa jooni na?
(qa)	Qaɗa ligga, haa jooni na?

b) Progressive Substitution-Response Drill

Cue	Question Pattern	Answer Pattern
	Qaɗa ligga, haa jooni na?	Qeeyi↑ miɗo ligga, haa jooni.
jaŋg	Qaɗa jaŋga, haa jooni na?	Qeeyi↑ miɗo jaŋga, haa jooni.
(ɓe)	Ɓeɗo jaŋga, haa jooni na?	Qeeyi↑ ɓeɗo jaŋga, haa jooni.
ñaam	Ɓeɗo ñaama, haa jooni na?	Qeeyi↑ ɓeɗo ñaama, haa jooni.
(qon)	Qoɗon ñaama, haa jooni na?	Qeeyi↑ miɗen ñaama, haa jooni.
ligg	Qoɗon ligga, haa jooni na?	Qeeyi↑ miɗen ligga, haa jooni.
(qo)	Qomo ligga, haa jooni na?	Qeeyi↑ qomo ligga, haa jooni.
jaŋg	Qomo jaŋga, haa jooni na?	Qeeyi↑ qomo jaŋga, haa jooni.
(meŋ)	Miɗen jaŋga, haa jooni na?	Qeeyi↑ miɗen jaŋga, haa jooni.
yaa	Miɗen ñjaha, haa jooni na?	Qeeyi↑ miɗen ñjaha, haa jooni.
(qon)	Qoɗon ñjaha, haa jooni na?	Qeeyi↑ miɗen ñjaha, haa jooni.
ñaam	Qoɗon ñaama, haa jooni na?	Qeeyi↑ miɗen ñaama, haa jooni.
(ɓe)	Ɓeɗo ñaama, haa jooni na?	Qeeyi↑ ɓeɗo ñaama, haa jooni.
ligg	Ɓeɗo ligga, haa jooni na?	Qeeyi↑ ɓeɗo ligga, haa jooni.
(qa)	Qaɗa ligga, haa jooni na?	Qeeyi↑ miɗo ligga, haa jooni.

c) Progressive Substitution-Response Drill

Cue	Question Pattern	Answer Pattern
	Qaɗa yiɗi liggaade?	Qeeyi↑ miɗo yiɗi liggaade.
ɓe	Ɓeɗo ñjiɗi liggaade?	Qeeyi↑ ɓeɗo ñjiɗi liggaade.
yar	Ɓeɗo ñjiɗi yarde?	Qeeyi↑ ɓeɗo ñjiɗi yarde.
qo	Qomo yiɗi yarde?	Qeeyi↑ qomo yiɗi yarde.
ñaam	Qomo yiɗi ñaamde?	Qeeyi↑ qomo yiɗi ñaamde.
qon	Qoɗon ñjiɗi ñaamde?	Qeeyi↑ miɗen ñjiɗi ñaamde.
yaa	Qoɗon ñjiɗi yaade?	Qeeyi↑ miɗen ñjiɗi yaade.
qa	Qaɗa yiɗi yaade?	Qeeyi↑ miɗo yiɗi yaade.
waal	Qaɗa yiɗi waalde?	Qeeyi↑ miɗo yiɗi waalde.
ɓe	Ɓeɗo ñjiɗi waalde?	Qeeyi↑ ɓeɗo ñjiɗi waalde.
ñall	Ɓeɗo ñjiɗi ñallude?	Qeeyi↑ ɓeɗo ñjiɗi ñallude.
qo	Qomo yiɗi ñallude?	Qeeyi↑ qomo yiɗi ñallude.
ligg	Qomo yiɗi liggaade?	Qeeyi↑ qomo yiɗi liggaade.
qa	Qaɗa yiɗi liggaade?	Qeeyi↑ miɗo yiɗi liggaade.

d) Sımple Substıtutıon Drıll

New words:

lam			order, command
lamɗo	[qo]	(lamııɓe)	chıef (kıng)
karamokko	[ø]	(karamokkooɓe)	teacher, ınstructor
ceerno	[ø]	(ceernooɓe)	Quranıc teacher
qesırawo	[qo]	(qesıraaɓe)	ın-law
rem			cultıvate
remoowo	[qo]	(remooɓe)	farmer, cultıvator
def			cook (verb)
defoowo	[qo]	(defooɓe)	cook (noun)

Cue	Pattern
	Qaccen ɗum, qe ȷuŋgo Qalla.
lamɗo qo	Qaccen ɗum, qe ȷuŋgo lamɗo qo.
karamokkomaa	Qaccen ɗum, qe ȷuŋgo karamokkomaa.
ȷaatıgıqameŋ	Qaccen ɗum, qe ȷuŋgo ȷaatıgıqameŋ.
ceernomaa	Qaccen ɗum, qe ȷuŋgo ceernomaa.
rewɓe ɓe	Qaccen ɗum, qe ȷuŋgo rewɓe ɓe.
worɓe ɓe	Qaccen ɗum, qe ȷuŋgo worɓe ɓe.
yımɓe ɓe	Qaccen ɗum, qe ȷuŋgo yımɓe ɓe.
mawɓe ɓe	Qaccen ɗum, qe ȷuŋgo mawɓe ɓe.
qesıraaɓe ɓe	Qaccen ɗum, qe ȷuŋgo qesıraaɓe ɓe.
remooɓe ɓe	Qaccen ɗum, qe ȷuŋgo remooɓe ɓe.
defooɓe ɓe	Qaccen ɗum, qe ȷuŋgo defooɓe ɓe.
Qalla	Qaccen ɗum, qe ȷuŋgo Qalla.

e) Progressıve Substıtutıon Drıll

Cue	Pattern
	Ko waɗı, qa lamdı kam, sı mıɗo lıgga?
ȷaŋg	Ko waɗı, qa lamdı kam, sı mıɗo ȷaŋga?
ɓe	Ko waɗı, ɓe lamdı kam, sı mıɗo ȷaŋga?
ma	Ko waɗı, ɓe lamdı ma, sı mıɗo ȷaŋga?
ɲaam	Ko waɗı, ɓe lamdı ma, sı mıɗo ɲaama?
qo	Ko waɗı, qo lamdı ma, sı mıɗo ɲaama?
mo	Ko waɗı, qo lamdı mo, sı mıɗo ɲaama?
yaa	Ko waɗı, qo lamdı mo, sı mıɗo yaha?
qon	Ko waɗı, qon lamdı mo, sı mıɗo yaha?
kam	Ko waɗı, qon lamdı kam, sı mıɗo yaha?
qar	Ko waɗı, qon lamdı kam, sı mıɗo qara?
ɓe	Ko waɗı, ɓe lamdı kam, sı mıɗo qara?

	Ko waɗı, ɓe lamdı kam, sı mıɗo qara?
ma	Ko waɗı, ɓe lamdı ma, sı mıɗo qara?
ȷaŋg	Ko waɗı, ɓe lamdı ma, sı mıɗo ȷaŋga?
qo	Ko waɗı, qo lamdı ma, sı mıɗo ȷaŋga?
kam	Ko waɗı, qo lamdı kam, sı mıɗo ȷaŋga?
lıgg	Ko waɗı, qo lamdı kam, sı mıɗo lıgga?
qa	Ko waɗı, qa lamdı kam, sı mıɗo lıgga?

10.2 Revıew of Statıve and Actıon Verbs

In 6.2 dıfferences between the two classes of verbs whıch we have called statıve and actıon verbs were noted. The followıng examples of statıve verbs have occured ın Dıalogs to date:

Group I ('Statıve' Verbs ın Sımple Perfectıve Form)

1.	Mı heɓı lekkı tubaakooɓe...	'I have European medıcıne...'
2.	Meŋ keɓı dokotor moɗɗyo ton.	'We have a good doctor there.'
3.	Kaŋko kaɗı, yıɗı lıggaade.	'He too wants to work.'
4.	Qa sıkkı, qa waaway heɓde mo lıgge?	'Do you thınk you wıll be to get hım a ȷob?
5.	Qeeyı † qo ɓurı ȷoonı.	'Yes, he's better now.'
6.	Jaŋgo, sı Qalla ȷaɓı.	'Tomorrow, God wıllıng.'

Group II ('Statıve' Verbs ın Statıve Form)

7.	Ɗum na moɗɗyı.	'That's good.'
8.	Qalaa, mıɗo yıɗı yaade saare.	'No, I want to go to town.'
9.	...qomo qanɗı dokotor qo.	'...he knows the doctor.'
10.	Qeeyı, qaɗa yıɗı lıgge?	'Yes, do you want work?'

Group III ('Statıve' Verbs ın Perfectıve Relatıve Form)

11.	Ko qonon ȷelu, wonno qe makko?	'How many of you were ın ıt?

Group IV ('Statıve' Verbs ın Negatıve Perfectıve Forms)

12.	Qeeyı † kono qo sellaanı.	'Yes, but she's not well.'
13.	Haŋkı mı sellaano.	'Yesterday, I wasn't well.'
14.	Paskı qo suusaanı dokotor qo.	'Because she's afraıd of that doctor.'
15.	Qo ȷaɓaanı yaade.	'She refused to go.' or 'She refuses to go.'

Comparison of Group I with Group II shows a certain amount of greater immediacy in Group II. That is, the states depicted by the perfective forms in Group I, can be construed as resulting from past actions:

'I have European medicine.' (which I got some time back)
'We have a good doctor there.' (and have had for some time) etc.

There is, in a sense, an element of timelessness or habituality in such states.

In contrast the states depicted by Group II can be construed as immediate and possibly transient:

'That's good.' (in the present context)
'I want to go to town.' (under present circumstances)
'Do you want work?' (i.e. Are you at the moment in search of work?)

In some contexts, however, this distinction between habitual or enduring vs. transient states cannot easily be discovered:

	Qo ɓuri jooni.	'He's better now.'
vs.	Qomo qandi dokotor qo.	'He knows the doctor.'

Here it would appear that despite the immediacy which *jooni* would appear to give, there is a feeling that the better state has now been achieved and will continue, while in the second example, although the subject's acquaintance with the doctor can be presumed to be enduring, what is pertinent to the context is the fact of subject's acquaintance and ability to introduce the patient to the doctor.

In short, the two forms are *grammatically* interchangeable in many contexts. The difference is essentially a nuance of meaning - an enduring *vs.* a transient state - and the selection of one or the other is thus not so much a matter of grammar, narrowly defined, as it is a matter parallel to the choice between one or another word to convey a desired shade of meaning.

In Group III is a single illustration of a perfective relative - here in preterit form. Note that a stative verb normally requires a past translation only when suffixed with /-no/.

Group IV illustrates various negatives. Note again that 'stative' verbs without /-no/ normally depict present states. Sentence 16 was translated with a past in the context of the dialog but equally could have a present translation.

10.3 Grammar Drills on Stative and Action Verbs

a) Substitution-Transformation Drill (Stative Form to Simple Perfective)

Cue	Pattern 1	Pattern 2
1.	Miɗo yiɗi ndiyam.	Mi yiɗi ndiyam.
2. (qo)	Qomo yiɗi ndiyam.	Qo yiɗi ndiyam.
3. heɓ	Qomo heɓi ndiyam.	Qo heɓi ndiyam..
4. ɗum	Qomo heɓi ɗum.	Qo heɓi ɗum.
5. (ɓe)	Ɓeɗo keɓi ɗum.	Ɓe keɓi ɗum.
6. bur	Ɓeɗo ɓuri ɗum.	Ɓe ɓuri ɗum.
7. qoya	Ɓeɗo ɓuri qoya.	Ɓe ɓuri qoya.
8. (meŋ)	Miɗen ɓuri qoya.	Meŋ ɓuri qoya.
9. qand	Miɗen ŋgandi qoya.	Meŋ ŋgandi qoya.
10. ɗum	Miɗen ŋgandi ɗum.	Meŋ ŋgandi ɗum.
11. (qen)	Qeɗen ŋgandi ɗum.	Qen ŋgandi ɗum.
12. waaw	Qeɗen mbaawi ɗum.	Qen mbaawi ɗum.
13. ligg	Qeɗen mbaawi liggaade.	Qen mbaawi liggaade.
14. (qa)	Qaɗa waawi liggaade?	Qa waawi liggaade?
15. yiɗ	Qaɗa yiɗi liggaade?	Qa yiɗi liggaade?
16. ndiyam	Qaɗa yiɗi ndiyam?	Qa yiɗi ndiyam?
17. (mi)	Miɗo yiɗi ndiyam.	Mi yiɗi ndiyam.

Translations of Selected Sentences:

	Pattern 1	Pattern 2
1.	I want water. (I am currently in need of /in search of/ desirous of obtaining water.)	I want water. / I like water. (I generally want/like/need water)
3.	He has water. (He is presently in possession of water.)	He has water. (He has a plentiful supply of water.)
6.	They are bigger than that. (They currently exceed that standard.)	They are bigger than that. (They have achieved a standard higher than that.)
9.	We know that. (We are in a position to interpret that. (Our knowledge may be of current use to others.)	We know that. (That is part of our regular experience.)
12.	You can [do] it. (You are presently able/permitted to accomplish it.)	You can [do] it. (It is within your capabilities.)
14.	Can you work? (Are you presently free/able to work?)	Can you work? (Do you possess the capability for working?)

b) Substitution-Transformation Drill (Simple Perfective to Stative)

Cue	Pattern 1	Pattern 2
1.	Mi yiɗi yaade, to saare.	Miɗo yiɗi yaade, to saare.
2. qo	Qo yiɗi yaade, to saare.	Qomo yiɗi yaade, to saare.
3. waw	Qo waawi yaade, to saare.	Qomo waawi yaade, to saare.
4. qar	Qo waawi qarde, to saare.	Qomo waawi qarde, to saare.
5. qameŋ	Qo waawi qarde, to qameŋ.	Qomo waawi qarde, to qameŋ.
6. ɓe	Ɓe mbaawi qarde, to qameŋ.	Ɓeɗo mbaawi qarde, to qameŋ.
7. yiɗ	Ɓe ñjiɗi qarde, to qameŋ.	Ɓeɗo ñjiɗi qarde, to qameŋ.
8. waal	Ɓe ñjiɗi waalde, to qameŋ.	Ɓeɗo ñjiɗi waalde, to qameŋ.
9. mon	Ɓe ñjiɗi waalde, to mon.	Ɓeɗo ñjiɗi waalde, to mon.
10. meŋ	Meŋ ñjiɗi waalde, to mon.	Miɗen ñjiɗi waalde, to mon.
11. suus	Meŋ cuusi waalde, to mon.	Miɗen cuusi waalde, to mon.
12. ñall	Meŋ cuusi ñallude, to mon.	Miɗen cuusi ñallude, to mon.
13. wuro	Meŋ cuusi ñallude, to wuro.	Miɗen cuusi ñallude, to wuro.
14. qa	Qa suusi ñallude, to wuro?	Qaɗa suusi ñallude, to wuro?
15. yiɗ	Qa yiɗi ñallude, to wuro?	Qaɗa yiɗi ñallude, to wuro?
16. yaa	Qa yiɗi yaade, to wuro?	Qaɗa yiɗi yaade, to wuro?
17. saare	Qa yiɗi yaade, to saare?	Qaɗa yiɗi yaade, to saare?
18. mi	Mi yiɗi yaade, to saare.	Miɗo yiɗi yaade, to saare.

Translations of Selected Sentences:

1.	I want to go to town./I like to go to town. (Going to town is something I enjoy.)	I want to go to town./I need to go to town. (I have current business in town.)
7.	They wish to come to our place. (They have expressed a desire to visit us.)	They wish to come to our place. (They are presently desirous of visiting us.)
11.	We dare spend a day at your place. (We have no qualms about a day at your place.)	We dare spend the day at your place. (We are not presently afraid of spending the day at your place.)

c) Substitution-Transformation Drill (Negative to Imperfective)

Cue	Pattern 1	Pattern 2
	Mi yahaani, to saare nde tawo.	Jooni miɗo yaha ton.
qa	Qa yahaani, to saare nde tawo?	Jooni qaɗa yaha ton.
ɓe	Ɓe ñjahaani, to saare nde tawo.	Jooni ɓeɗo ñjaha ton.
qon	Qon ñjahaani, to saare nde tawo?	Jooni qoɗon ñjaha ton.
qen	Qen ñjahaani, to saare nde tawo.	Jooni qeɗen ñjaha ton.

	Qen ñjahaani, to saare nde tawo.	Jooni qeɗen ñjaha ton.
meŋ	Meŋ ñjahaani, to saare nde tawo.	Jooni miɗen ñjaha ton.
qo	Qo yahaani, to saare nde tawo.	Jooni qomo yaha ton.
mi	Mi yahaani, to saare nde tawo.	Jooni miɗo yaha ton.

d) Substitution-Transformation Drill (Preterit to Imperfective)

Cue	Pattern 1	Pattern 2
	Mi yahiino saare.	Miɗo yaha ton, jooni kadi.
qa	Qa yahiino saare.	Qaɗa yaha ton, jooni kadi.
ɓe	Ɓe ñjahiino saare.	Ɓeɗo ñjaha ton, jooni kadi.
qo	Qo yahiino saare.	Qomo yaha ton, jooni kadi.
qen	Qen ñjahiino saare.	Qeɗen ñjaha ton, jooni kadi.
meŋ	Meŋ ñjahiino saare.	Miɗen ñjaha ton, jooni kadi.
qon	Qon ñjahiino saare.	Qoɗon ñjaha ton, jooni kadi.
mi	Mi yahiino saare.	Miɗo yaha ton, jooni kadi.

e) Substitution-Transformation Drill (Stative to Preterit)

Cue	Pattern 1	Pattern 2
	Miɗo yiɗi yaade, to saare nde.	Haŋki mi yahiino, to saare nde.
(qa)	Qaɗa yiɗi yaade, to saare nde?	Haŋki qa yahiino, to saare nde?
(qo)	Qomo yiɗi yaade, to saare nde.	Haŋki qo yahiino, to saare nde.
(ɓe)	Ɓeɗo ñjiɗi yaade, to saare nde.	Haŋki ɓe ñjahiino, to saare nde.
(meŋ)	Miɗen ñjiɗi yaade, to saare nde.	Haŋki meŋ ñjahiino, to saare nde.
(qen)	Qeɗen ñjiɗi yaade, to saare nde.	Haŋki qen ñjahiino, to saare nde.
(qon)	Qoɗon ñjiɗi yaade, to saare nde.	Haŋki qon ñjahiino, to saare nde.
(mi)	Miɗo yiɗi yaade, to saare nde.	Haŋki mi yahiino, to saare nde.

10.4 Note: Simple Imperfective and Injunctive Forms of Active Verbs

In 4.6 above, active imperfective forms with long-form personal pronouns (or no/na after noun or non-personal pronoun subjects) were discussed.

There exists also a complete set of forms with the imperfective following short form personal pronouns (or other subjects without no/na). With the verb yaa 'go':

mi yaha
qa yaha
qo yaha
meŋ ñjaha
qen ñjaha
qon ñjaha
ɓe ñjaha

It is not easy to provide single translations of forms in this paradigm since these forms are commonly used in second or subsequent clauses in longer sentences and denote what the subject may or should do as a sequel or a consequence of what was expressed in the preceding clause.

For example:

Qawa, ŋgaren, meŋ jaŋga.	'OK, come on, we should study.'
Qawa, ñjahaa, lelaa haa ɓandumaa ɓura.	'OK, go lie down until your body gets better.'
Seeɗa tan mi maaya haŋki kiikiiɗe.	'I almost ('just a little') died yesterday.'

In the first two examples the action denoted by the imperfective verb is, in a sense, a consequence of the previously mentioned actions. In the third the verb is imperfective (since, of course, the speaker did not die) and could be translated 'I might have died.'

The first example above illustrates a use of the simple imperfective to, in a sense, make a suggestion for action. There is a special set of second person forms with personal suffixes which replaces the simple imperfective forms in this type of construction, giving this paradigm:

mi yaha	'I am to go'
ñjahaa	'You are to go' /'Go!'
qo yaha	'He is to go.'
meŋ ñjaha	'We are to go.'
ñjahen/ñjehen	'Let's go!'
ñjahon	'You (pl.) are to go.' 'Go!'
ɓe ñjahaa	'They are to go.'

This paradigm has been called the 'subjunctive' and Arnott describes a variety of uses of these forms.[1] However, in the dialect here described, the special second person forms of this paradigm occur only in sentences giving a suggestion for action, while in other uses of the 'subjunctive' the paradigm of simple imperfective forms with short subjects occurs. Hence, we here term the paradigm with suffixed second person forms the 'injunctive' and note that this injunctive differs from the simple imperfective only in the second person forms. Second person injunctive forms are often conveniently translated with an English imperative and supplement the inventory of imperative forms given above in 6.4.

Note the following examples of injunctive forms:

Qawa, ŋgaren, meŋ jaŋga.	'OK, come on, we should study.'
Si mi haali, kaalaa.	'When I speak, (you[sg.])
Si mi haali, kaalon.	'When I speak, (you[pl.]) speak!'
Qawa, jaŋgen soora qo.	'OK, let's read this chapter.'

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[1] See: D. W. Arnott, 'The Subjunctive in Fula', African Language Studies, II, London, School of Oriental and African Studies, University of London, 1961.

Qawa, ñallen jam Demba.	'OK, may we have a peaceful afternoon Demba.'
Qawa, ñjahaa, lelaa, haa ɓandumaa ɓura.	'OK, go lie down until your body recovers.'
Waɗaa leemuna qe ndiyam, ñjaraa ɗum.	'Put lime in water and drink it.'
Ko mbaɗtaa, naɓaa mo to galleqameŋ.	'What you will do [is] take her to our compound.'

In general, the simple imperfective is used to denote an action (or state) which:

may/might/might have
should/should have
can/could/could have

occur (or occurred) subsequent to and often as a consequence of an action previously depicted. In some cases, following such adverbial phrases as seeɗa tan, it occurs as the only verb in a clause. In narrative this form is often used in second or subsequent sentences for actions following on those of the first sentence of a sequence.

Injunctive forms, on the other hand, commonly second person ones, occur most frequently as the first or only verbal form in a clause.

10.5 Grammar Drills on Injunctive and Simple Imperfective Forms:

a) Simple Substitution-Correlation Drill:

Cue	Pattern
	Si mi haalí, kaalaa.
laar	Si mi laarí, ndaaraa.
ligg	Si mi liggí, liggaa.
yaa	Si mi yahí, ñjahaa.
qar	Si mi qarí, ŋgaraa.
jaɓ	Si mi jaɓí, jaɓaa.
qokk	Si mi qokkí, ŋgokkaa.

b) Progressive Substitution-Correlation Drill

Cue	Pattern
	Si mi haalí, kaalaa.
ɓe	Si ɓe kaalí, kaalaa.
qokk	Si ɓe ŋgokkí, ŋgokkaa.
ŋgokken	Si ɓe ŋgokkí, ŋgokken.
qo	Soo qokkí, ŋgokken.

	Soo qokkí, ŋgokken.
yaa	Soo yahí, ñȷehen.
ñȷahon	Soo yahí, ñȷahon.
Samba	Sı Samba yahí, ñȷahon.
ȷaɓ	Sı Samba ȷaɓí, ȷaɓon.
ȷaɓaa	Sı Samba ȷaɓí, ȷaɓaa.
mı	Sı mı ȷaɓí, ȷaɓaa.
haal	Sı mı haalí, kaalaa.

c) Sımple Substıtutıon Drıll

Cue	Pattern	
	Ñȷahaa ton, nanı!	'Go there, hear!'
ɓe	Ɓe ñȷaha ton, nanı!	
qon	Ñȷahon ton, nanı!	
qen	Ñȷahen ton, nanı!	
meŋ	Meŋ ñȷaha ton nanı!	
Demba	Demba yaha ton, nanı!	
(qa)	Ñȷahaa ton, nanı!	

d) Progressıve Substıtutıon Drıll

Cue	Pattern
	Seeɗa tán, mı maaya haŋkı kıikııɗe.
qo	Seeɗa tán, qo maaya haŋkı kıikııɗe.
gaañ	Seeɗa tán, qo gaaña haŋkı ñalloma.
ñalloma	Seeɗa tán, qo gaaña haŋkı ñalloma.
ɓe	Seeɗa tán, ɓe gaaña haŋkı ñalloma.
yan	Seeɗa tán, ɓe ñȷana haŋkı ñalloma.
bımbı	Seeɗa tán, ɓe ñȷana haŋkı bımbı.
meŋ	Seeɗa tán, meŋ ñȷana haŋkı bımbı.
qar	Seeɗa tán, meŋ ŋgara haŋkı bımbı.
subaka	Seeɗa tán, meŋ ŋgara haŋkı subaka.
qon	Seeɗa tán, qon ŋgara haŋkı subaka.
waaw	Seeɗa tán, qon mbaawa haŋkı subaka.
ȷemma	Seeɗa tán, qon mbaawa haŋkı ȷemma.
qa	Seeɗa tán, qa waawa haŋkı ȷemma.
yaa	Seeɗa tán, qa yaha haŋkı ȷemma.
ñalloma	Seeɗa tán, qa yaha haŋkı ñalloma.
mı	Seeɗa tán, mı yaha haŋkı ñalloma.
maay	Seeɗa tán, mı maaya haŋkı ñalloma.
kıikııɗe	Seeɗa tán, mı maaya haŋkı kıikııɗe.

e) Progressive Substitution Drill

Cue	Pattern
	Qawa, ñjahaa, lelaa, haa ɓandumaa ɓura.
waal	Qawa, ñjahaa, waalaa, haa ɓandumaa ɓura.
hoore	Qawa, ñjahaa, waalaa, haa hooremaa ɓura.
sell	Qawa, ñjahaa, waalaa, haa hooremaa sella.
(qon)	Qawa, ñjahon, mbaalon, haa hooremon sella.
foft	Qawa, ñjahon, fofton, haa hooremon sella.
gite	Qawa, ñjahon, fofton, haa gitemon sella.
ɓur	Qawa, ñjahon, fofton, haa gitemon ɓura.
(qen)	Qawa, ñjehen, foften, haa giteqen ɓura.
ɗaan	Qawa, ñjehen, ɗaanen, haa giteqen ɓura.
koyɗe	Qawa, ñjehen, ɗaanen, haa koyɗeqen ɓura.
sell	Qawa, ñjehen, ɗaanen, haa koyɗeqen sella.
(qa)	Qawa, ñjahaa, ɗaanaa, haa koyɗemaa sella.
lel	Qawa, ñjahaa, lelaa, haa koyɗemaa sella.
bandu	Qawa, ñjahaa, lelaa, haa bandu sella.
ɓur	Qawa, ñjahaa, lelaa, haa bandu ɓura.

10.8 NARRATIVE

New words and forms:

si tawo	if perchance
fii	matter, affair
he fii	about, in the matter of...
hewtu	meet (in place/region)
yahoto	will come (of his own accord/by himself) [middle voice]

Ceerno Qe Jaawo

Ñalloma gooto Ceerno qe Jaawo ñjiidi. Non Ceerno lamdi Jaawo si qomo ligga. Jaawo wiyi mo qeeyi, non Jaawo kadi lamdi Ceerno si tawo qo yiɗi ligge. Ceerno wiyi, kaŋko, qo waawataa liggaade, paski kaŋko, koo mawɗo. Jaawo lamdi mo kadi, ko waɗi qomo lamda mo si qomo ligga. Non Ceerno wiyi mo ko fii ɓiɗɗo-gorkomakko. Paski qomo yiɗi ligge. Jaawo wiyi mo, yoo haalan ɓiɗɗo-gorkomakko yoo yaha to biromaɓɓe jaŋgo ŋgo. Ceerno wiyi mo, ɓiɗɗo-gorkomakko yahoto to biromaɓɓe qon jaŋgo ŋgo.

10.9 Questions and Topics for Discussion

1. Ceerno lamdiino Jaawo he fii ligge na?
2. Jaawo lamdiino Ceerno he fii ligge na?
3. Jaawo heɓi ligge na?
4. Ceerno heɓi ligge na?
5. Jaawo no ligga haa jooni na?
6. Ceerno yiɗi ligge na?
7. Ko fii hombo waɗi, Ceerno lamdi Jaawo he fii ligge?
8. Ko hoɗum ɓiɗɗo-gorko Ceerno yiɗi?
9. Qa heɓi ligge na?
10. Teerimaa no yiɗi ligge na?
11. Debbomaa no ligga haa jooni na?
12. Ko fii hombo waɗi qaɗa jaŋga haa jooni?
13. Ko Ceerno heɓiino ligge na, maa ko Jaawo?
14. Ceerno qe Jaawo, ko ñalloma ɓe kewti na, maa ko kiikiiɗe?
15. Ko ɓiɗɗogorko Ceerno yiɗiino ligge na, maa ko ɓiɗɗo-gorko Jaawo?
16. Ko Ceerno haalaani Jaawo yoo haalan ɓiɗɗo-gorkomakko yoo yaha to ɓiromaɓɓe na, maa Jaawo?
17. Ko waɗi Ceerno yiɗaa ligge?
18. Ko qan yiɗi ligge na, maa ko teerimaa?
19. Ko teerimaa salminɗaa jooni na, maa ko miñagorkomaa?
20. Ko ñallooma ñjiiɗaa teerimaa na, maa ko kiikiiɗe?
21. Ko ɓiɗɗogorkomaa yiɗi ligge na, maa ko teerimaa?
22. Hombo salminii Ceerno he ñalloma?
23. Ko ɓiɗɗogorko hombo yiɗiino ligge ŋge?
24. Ko hoɗum Jaawo lamdiino Ceerno?
25. Ko pur hombo waɗi Ceerno lamdi Jaawo he fii ligge ŋge?
26. Hombo wiyiino Ceerno yoo lamda Jaawo si qomo ligga?
27. Ko hoɗum ɓiɗɗo Ceerno yiɗi?
28. Hombo salminɗaa jooni?
29. Hombo yiɗi ligge jooni?
30. Ko hoɗum lamduɗaa kam jooni?
31. Hombo, wiyiino ma qomo yiɗi ligge?
32. Ko hoɗum ñjiɗɗaa jooni?
33. Ceerno, ko ligge qo yiɗiino na,maa ko ɓiɗɗo-gorkomakko yiɗiino?
34. Ko tuma ɓiɗɗo Ceerno yahata to ɓiro Jaawo?
35. Ko hoɗum lamdu ma mi jooni?
36. Teerimaa ko ligge qo yiɗi na,maa ko ɓiɗɗomakko yiɗi liggaade?
37. Ko tuma ñjahataa to moɗon?
38. Ko hoɗum lamduɗaa mo?
39. Tuma ñjahata to debbomaa.
40. Biɗɗomaa no yiɗi yaade jaŋgurdu na?

UNIT R-2

(Review of Units 6 - 10)

R2.0 Recombination Dialogs

a) A. Jam kiirɗaa.
B. Jam tan↑
A. Honno gorgolmaa qe bandirawomaaɗa waɗi?
B. Jam tan↑
A. No ɓeŋgumaa qe jatigimaa?
B. Tana qala qe maɓɓe.
A. Hoɗum heɓno ma haŋki kiikiiɗe?
B. Mi sellaano, tawo hooreqam na muusa.
A. Qa yahiino to dokotormaa na?
B. Qeeyi ↑
A. Qa lelliino na tuma ŋgimmuɗaa ton?
B. Qalaa↑ mi laaroyiino neeneqam to saare nde.
A. Honno mbaɗɗaa qe muusde hooremaa?
B. Ko mbaɗmi, mi yari lekki tuubakooɓe.
A. No reedu debbomaa waɗi?
B. Ɗum mo muusa haa joo, paski qo jaɓaani yaade kampama.
A. Ko waɗi? Qo suusa dokotor qo na?
B. Qeeyi qo suusa mo.
A. Qawa. Ko mbaɗtaa, ŋgaddaa mo to qameŋ kiikiiɗe.

b) A. Jam kiirɗaa.
B. Jam tan↑
A. Honno ɓeŋgumaa qe jatigimaa waɗi?
B. Hay tana qala qe maɓɓe.
A. Hoɗum heɓno ma haŋki kiikiiɗe?
B. Mi sellaano, tawo hooreqam no muusa.
A. Qa yahiino to dokotormaa na?
B. Qeeyi↑ qawa tuma ŋgarmi, mi laaroyiino neeneqam to saare.
A. Honno mbaɗɗaa non qe muusde hooremaa?
B. Mi yariino lekki tuubakooɓe.
A. Honno reedu debbomaa waɗi?
B. Ɗum no muusa haa joo, paski qo jaɓaani yaade kampama.
A. Qawa ↑ ko mbaɗtaa, ŋgaddaa mo to dokotor, won to qameŋ.
B. Qawa ↑ baasi qala. Mbiimi, mi nani seeɗa tan qa maaya.
A. Qeeyi↑ motoqameŋ yani he laawol ngol.
B. Yimɓe jelu gaañi.
A. Ɗiɗo gaañi.
B. Qa qandi ɓe?

A. Qeeyı, ko Demba qe ɓıɗɗo-gorkomakko.
B. Yalla qokku ɓe ȷam.
A. Qamıın.
B. Mbıımı, qada lıgga haa ȷoo na?
A. Qeeyı ko hoɗum, qada yıɗı lıgge?
B. Mın, mı waawata lıggaade ȷoo. Ko ɓıɗɗoqam yıɗı lıgge.
A. Wıı mo,yoo qar to bıroqameŋ ȷaŋgo.
B. Qa sıkkı,qa waaway heɓde mo lıgge!
A. Mı qandaa tawo, kono qaccen ɗum qe ȷaŋgo Qalla.
B. Qawa ↑ baası qalaa. Kııren Jam.
B. Qamıın.

c) A. Jam kıırɗaa.
B. Jam tan↑
A. No ɓeŋgumaa waɗı?
B. Jam tan.
A. Hoɗum hebnoo maa haŋkı?
B. Mı sellaano.
A. Hoɗum muusno ma?
B. Hooreqam.
A. Qa yahııno to dokotormaa?
B. Qeeyı ↑ qo qokkı kam lekkı tuubakooɓe, ɗum ñȷarmı.
A. No reedu debbomaa waɗı?
B. Haa ȷoo ɗum no muusa mo, kono qo ȷaɓaa yaade kampama.
A. Qawa ↑ non,qaddu mo to qameŋ, dokotor moɗɗyo no ton.
B. Qawa ↑ baası qala, fad haa ȷemma.
A. Mı nanı motomon yanı haŋkı.
B. Qeeyı ↑ yımɓe ɗıɗo gaañı.
A. Qada qandı ɓe na?
B. Qeeyı, ko Demba qe ɓıɗɗo-gorkomakko.
A. Yalla qokku ɓe ȷam.
B. Qamıın.
A. Mbıımı qaɗa lıgga haa ȷoo na?
B. Qalaa. Ko hoɗum, qa yıɗı lıgge na?
A. Qala, ko ɓıɗɗoqam. Mın mı waawata lıggaade ȷoo.
B. Wıı mo,yoo qar to bıro qameŋ ȷaŋgo.
A. Qawa, baası qala, kııren ȷam.
B. Qamıın.

d) A. Jam hııri.
B. Jam tan↑
A. Hoto ñȷaanoɗaa haŋkı?
B. Hay dula,[1] tawo hooreqam na muusa.

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[1] dula 'place', hay dula 'nowhere'

A. Qa yahıına to dokotormaa na?

B. Qeeyı ↑

A. Qa lelıına na, haa ɓandumaa ɓurı, maa hoɗum?

B. Qalaa ↑ tawo mı yıɗıına yaade laarde neeneqam, to saare nde.

A. Hoɗum ñȷarnoɗaa, tuma ñȷahataa to saare neenemaa?

B. Tawo mıɗo heɓı lekkı tuubaakooɓe, ɗum mı yarı qe ndıyam.

A. Samba haalı kam debbomaa sellaa.

B. Qeeyı, reedumakko no muusa gıla haŋkı, kono qo ȷaɓaanı yaade to kampama.

A. Ko waɗı?

B. Qo wıyı qo suusa dokotor qo.

A. Qawa ko mbaɗtaa, naba mo to qameŋ, dokotor moɗɗyo no ton.

B. Baası qalaa, fad haa ȷemma, nanı.

A. Mı nanı haŋkı seeɗa tan qa maaya, tuma motomon yanı to laawol.

B. Qeeyı ↑

A. Ko qonon ȷelu wono qe makko?

B. Qenen cappande tatı qe ȷowı.

A. Qaɗa qandı ko yımɓe ȷelu gaañı?

B. Qala mı qandaa fof, kono debbo gooto kelı ȷuŋgo, gooto maayı, kono teerıqam gaañaanı.

A. Mı nanı Demba qe ɓıɗɗo-gorkomakko kadı gaañı.

B. Qeeyı, ɓe kadı gaañıına.

A. Mbıımı, qaɗa lıgga haa ȷoonı na?

B. Qeeyı ko hoɗum? Qada yıɗı lıggaade na?

A. Qalaa ↑ mın, mı waawata lıggaade ȷoo, ko ɓıɗɗoqam yıɗı lıgge.

B. Haal mo, yoo qar to bıroqameŋ ȷaŋgo.

A. Baası qalaa ↑ qa sıkkı qa waaway wallude[1] mo he lıgge na?

B. Mı qandaa ↑ kono qaccen ɗum he Qalla, nanı.

A. Qawa ↑ baası qalaa. Kııren ȷam.

B. Qamıın.

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[1] wallude 'to help'

R2.1 Revıew Drıll (posıtıve to negatıve)

a) Substıtutıon-Transformatıon Drıll

Cue	Pattern 1	Pattern 2
	Qo sellı.	Qo sellaanı.
mı	Mı sellı.	Mı sellaanı.
qar	Mı qarı.	Mı qaraanı.
ɓe	Ɓe ŋgarı.	Ɓe ŋgaraanı.
yaa	Ɓe ñȷahı.	Ɓe ñȷahaanı.
meŋ	Meŋ ñȷahı.	Meŋ ñȷahaanı.
nan	Meŋ nanı.	Meŋ nanaanı.
qon	Qon nanı?	Qon nanaanı.
yıı	Qon ñȷıyı?	Qon ñȷıyaanı.
qen	Qen ñȷıyı.	Qen ñȷıyaanı.
heɓ	Qen keɓı.	Qen keɓaanı.
qa	Qa heɓı?	Qa heɓaanı.
foft	Qa foftı?	Qa foftaanı.
qo	Qo foftı.	Qo foftaanı.
sell	Qo sellı.	Qo sellaanı.

b) Substıtutıon-Transformatıon Drıll (posıtıve to negatıve)

Cue	Pattern 1	Pattern 2
	Qo yahı ȷaŋgurdu.	Qo yahaanı ȷaŋgurdu.
qa	Qa yahı ȷaŋgurdu?	Qa yahaanı ȷaŋgurdu.
qon	Qon ñȷahı ȷaŋgurdu?	Qon ñȷahaanı ȷaŋgurdu.
ɓe	Ɓe ñȷahı ȷaŋgurdu.	Ɓe ñȷahaanı ȷaŋgurdu.
qen	Qen ñȷahı ȷaŋgurdu.	Qen ñȷahaanı ȷaŋgurdu.
meŋ	Meŋ ñȷahı ȷaŋgurdu.	Meŋ ñȷahaanı ȷaŋgurdu.

c) Substıtutıon-Transformatıon Drıll (posıtıve to negatıve)

Cue	Pattern 1	
	Sı Demba qarı, ñaamee.	Sı Demba qaraanı, ñaamee.
yaa	Sı Demba yahı, ñaamee.	Sı Demba yahaanı, ñaamee.
ɓe	Sı ɓe ñȷahı, ñaamee.	Sı ɓe ñȷahaanı, ñaamee.
qar	Sı ɓe ŋgarı, ñaamee.	Sı ɓe ŋgaraanı, ñaamee.
meŋ	Sı meŋ ŋgarı, ñaamee.	Sı meŋ ŋgaraanı, ñaamee.
yaa	Sı meŋ ñȷahı, ñaamee.	Sı meŋ ñȷahaanı, ñaamee.
qon	Sı qon ñȷahi, ñaamee.	Sı qon ñȷahaanı, ñaamee.
qar	Sı qon ŋgarı, ñaamee.	Sı qon ŋgaraanı, ñaamee.
Demba	Sı Demba qarı, ñaamee.	Sı Demba qaraanı, ñaamee.

d) Transformatıon Drıll

Pattern 1	Pattern 2
Tawo hooreqam na muusa.	Tawo hooreqam muusaanı.
Tawo ȷuuɗemaa na muusa.	Tawo ȷuuɗemaa muusaanı.
Tawo daandemakko na sellı.	Tawo daandemakko sellaanı.
Tawo gıtemoɗon na sellı.	Tawo gıtemoɗon sellaanı.
Tawo koyɗemaɓɓe na ɓurı.	Tawo koyɗemaɓɓe ɓuraanı.
Tawo noppımeeɗen na ɓurı.	Tawo noppımeeɗen ɓuraanı.
Tawo ñııɗyeqam na muusa.	Tawo ñııɗyeqam muusaanı.
Tawo hooreqam na muusa.	Tawo hooreqam muusaanı.

e) Substıtutıon-Transformatıon Drıll (posıtıve to negatıve)

Cue	Pattern 1	Pattern 2
	Qa yahı to dokotormaa na?	Qalaa↑ mı yahaanı to dokotorqam.
ɓe	Be ñȷahı to dokotormaɓɓe na?	Qalaa↑ ɓe ñȷahaanı to dokotormaɓɓe.
saare	Be ñȷahı to saaremaɓɓe na?	Qalaa↑ ɓe ñȷahaanı to saaremaɓɓe.
qo	Qo yahı to saaremakko na?	Qalaa↑ qo yahaanı to saaremakko.
ȷaŋgurdu	Qo yahı to ȷaŋgurdumakko na?	Qalaa↑ qo yahaanı to ȷuŋgurdumakko.
qon	Qon ñȷahı to ȷaŋgurdumoɗon na?	Qalaa↑ meŋ ñȷahaanı to ȷaŋgurduqameŋ.
ŋgesa	Qon ñȷahı to ŋgesamoɗon na?	Qalaa↑ meŋ ñȷahaanı to ŋgesaqameŋ.
qa	Qa yahı to ŋgesamaaɗa na?	Qalaa↑ mı yahaanı to ŋgesaqam.
dokotor	Qa yahı to dokotormaa na?	Qalaa↑ mı yahaanı to dokotorqam.

f) Substıtutıon-Transformatıon Drıll (posıtıve to negatıve)

Cue		
	Qa nabı mo kampama na?	Qalaa↑ mı nabaanı mo kampama.
yıı	Qa yıyı mo kampama na?	Qalaa↑ mı yıyaanı mo kampama.
ɓe	Qa yıyı ɓe kampama na?	Qalaa↑ mı yıyaanı ɓe kampama.
marse	Qa yıyı ɓe marse na?	Qalaa↑ mı yıyaanı ɓe marse.
qon	Qon ñȷıyı ɓe marse na?	Qalaa↑ meŋ ñȷıyaanı ɓe marse.
fad	Qon padı ɓe marse na?	Qalaa↑ meŋ padaanı ɓe marse.
kam	Qon padı kam marse na?	Qalaa↑ meŋ padaanı ma marse.
saare	Qon padı kam saare na?	Qalaa↑ meŋ padaanı ma saare.
qo	Qo fadı kam saare na?	Qalaa↑ qo fadaanı ma saare.
taw	Qo tawı kam saare na?	Qalaa↑ qo tawaanı ma saare.
ɓe	Qo tawı ɓe saare na?	Qalaa↑ qo tawaanı ɓe saare.
ȷaŋgurdu	Qo tawı ɓe ȷaŋgurdu na?	Qalaa↑ qo tawaanı ɓe ȷaŋgurdu.
qa	Qa tawı ɓe ȷaŋgurdu na?	Qalaa↑ mı tawaanı ɓe ȷaŋgurdu.
nab	Qa nabı ɓe ȷaŋgurdu na?	Qalaa↑ mı nabaanı ɓe ȷaŋgurdu.
mo	Qa nabı mo ȷaŋgurdu na?	Qalaa↑ mı nabaanı mo ȷaŋgurdu.
kampama	Qa nabı mo kampama na?	Qalaa↑ mı nabaanı mo kampama.

g) Transformatıon Drıll (plural to sıngular)

Pattern 1	Pattern 2
Qo yıyı defte hewde.	Mı yıyı deftere gooto tan.
Qo yıyı yımɓe hewde.	Mı yıyı neɗɗo gooto tan.
Qo heɓı naqı hewde.	Mı heɓı nagge gooto tan.
Qo heɓı teerıɓe hewde.	Mı heɓı teerı gooto tan.
Qo heɓı cuudı hewde.	Mı heɓı suudu gooto tan.
Qo qandı rewɓe hewde.	Mı qandı debbo gooto tan.
Qo qandı kulle hewde.	Mı qandı hunde gooto tan.
Qo waawı kulle hewde.	Mı waawı hunde gooto tan.
Qo haalı haalaa hewde.	Mı haalı haalaa gooto tan.
Qo tawı qaynaaɓe hewde.	Mı tawı gaynaako gooto tan.
Qo yıyı yımɓe hewde.	Mı yıyı neɗɗo gooto tan.
Qo heɓı gese hewde.	Mı heɓı ŋgesa gooto tan.
Qo heɓı galleeȷı hewde.	Mı heɓı galle gooto tan.
Qo yıyı caqe hewde.	Mı yıyı saare gooto tan.
Qo ȷaŋgı defte hewde.	Mı ȷaŋgı deftere gooto tan.
Qo yıyı tuubaakooɓe hewde.	Mı yıyı tuubaako gooto tan.

h) Transformatıon Drıll (sıngular to plural)

Pattern 1	Pattern 2
Mawnırawo gorkoqam sellaano.	Mawnıraaɓe worɓeqam cellaano.
Teerıqam wonııno do.	Teerııɓeqam ŋgonııno ɗo.
Gaynaako qo wonııno to wuro.	Qaynaaɓe ɓe ŋgonııno to wuro.
Gorko qo yahııno ŋgesa.	Worɓe ɓe ñȷahııno ŋgesa.
Debbo qo qarııno galleqam.	Rewɓe ɓe ŋgarııno galleqam.
Baabamaɓɓe qandııno kam.	Baabıraɓemaɓɓe ŋgandııno kam.
Dokotor qo haalııno mo ɗum.	Dokotorooɓe ɓe kaalııno mo ɗum.
Sukaa qo yahııno ȷaŋgurdu.	Sukaaɓe ɓe ñȷahııno ȷaŋgurdu.
Baabamon yahı saare Jıbel.	Baabıraaɓemon ñȷahı saare Jıbel.
Debbo qo qarııno to qameŋ.	Rewɓe ɓe ŋgarııno to qameŋ.

i) Substitution-Transformation Drill (noun/pronoun)

Cue	Pattern 1	Pattern 2
	Gite ɗe no muusa.	Ɗe no muusa.
gaañi	Gite ɗe no gaañi.	Ɗe no gaañi.
juŋgo ŋgo	Juŋgo ŋgo no gaañi.	Ŋgo no gaañi.
heli	Juŋgo ŋgo no heli.	Ŋgo no heli.
daande nde	Daande nde no heli.	Nde no heli.
muusa	Daande nde no muusa.	Nde no muusa.
reedu ndu	Reedu ndu no muusa.	Ndu no muusa.
metti	Reedu ndu no metti.	Ndu no metti.
hoore nde	Hoore nde no metti.	Nde no metti.
gaañi	Hoore nde no gaañi.	Nde no gaañi.
noppi ɗi	Noppi ɗi no gaañi.	Ɗi no gaañi.
muusa	Noppi ɗi no muusa.	Ɗi no muusa.
gite ɗe	Gite ɗe no muusa.	Ɗe no muusa.

j) Substitution Transformation Drill

Pattern 1	Cue	Pattern 2
Min, mi yiɗi defte ɗe.	lekkiiji	Kaŋko yiɗi lekkiiji ɗi.
Min, mi yiɗi lekkiiji ɗi.	leemunaaji	Kaŋko yiɗi leemunaaji ɗi.
Min, mi yiɗi leemunaaji ɗi.	kaaley	Kaŋko yiɗi kaaley qo.
Min, mi yiɗi kaaley qo.	naqi	Kaŋko yiɗi naqi ɗi.
Min, mi yiɗi naqi ɗi.	qaynaaɓe	Kaŋko yiɗi qaynaaɓe ɓe.
Min, mi yiɗi qaynaaɓe ɓe.	gure	Kaŋko yiɗi gure ɗe.
Min, mi yiɗi gure ɗe.	yimɓe	Kaŋko yiɗi yimɓe ɓe.
Min, mi yiɗi yimɓe ɓe.	rewɓe	Kaŋko yiɗi rewɓe ɓe.
Min, mi yiɗi rewɓe ɓe.	worɓe	Kaŋko yiɗi worɓe ɓe.
Min, mi yiɗi worɓe ɓe.	ɓiɓɓe	Kaŋko yiɗi ɓiɓɓe ɓe.
Min, mi yiɗi ɓiɓɓe ɓe.	sukaaɓe	Kaŋko yiɗi sukaaɓe ɓe.
Min, mi yiɗi sukaaɓe ɓe.	mawniraaɓe	Kaŋko yiɗi mawniraaɓe ɓe.
Min, mi yiɗi mawniraaɓe ɓe.	miñiraaɓe	Kaŋko yiɗi miñiraaɓe ɓe.
Min, mi yiɗi miñiraaɓe ɓe.	neeniraaɓe	Kaŋko yiɗi neeniraaɓe ɓe.
Min, mi yiɗi neeniraaɓe ɓe.	baabiraaɓe	Kaŋko yiɗi baabiraaɓe ɓe.
Min, mi yiɗi baabiraaɓe ɓe.	ɓeŋgu	Kaŋko yiɗi ɓeŋgu ŋgu.
Min, mi yiɗi ɓeŋgu ŋgu.	kaaley	Kaŋko yiɗi kaaley qo.
Min, mi yiɗi kaaley qo.	defte	Kaŋko yiɗi defte ɗe.

k) Substıtutıon-Transformatıon Drıll

Pattern 1	Cue	Pattern 2
Mın, mı yıɗı kaalıs qo.	lıgge	Kaŋko yıɗı lıgge ŋge.
Mın, mı yıɗı lıgge ŋge.	deftere	Kaŋko yıɗı deftere nde.
Mın, mı yıɗı deftere nde.	lekkı	Kaŋko yıɗı lekkı kı.
Mın, mı yıɗı lekkı kı.	ndıyam	Kaŋko yıɗı ndıyam ɗam.
Mın, mı yıɗı ndıyam ɗam.	leemuna	Kaŋko yıɗı leemuna qo.
Mın, mı yıɗı leemuna qo.	kınkılıba	Kaŋko yıɗı kıŋkılıba qo.
Mın, mı yıɗı kıŋkılıba qo.	kaalıs	Kaŋko yıɗı kaalıs qo.
Mın, mı yıɗı kaalıs qo.	lıgge	Kaŋko yıɗı lıgge ŋge.

l) Phrasal Substıtutıon Drıll

Cue	Pattern
	Ñȷahaa, lelaa, haa ɓandumaa ɓura.
hooremaa sella	Ñȷahaa, lelaa, haa hooremaa sella.
ñȷaraa lekkı kı, foftaa	Ñȷaraa lekkı kı, foftaa, haa hooremaa sella.
dokotor qo qara.	Ñȷaraa lekkı kı, foftaa, haa dokotor qo qara.
foftaa, ñȷaraa kıŋkılıba	Foftaa ñȷaraa kıŋkılıba, haa dokotor qo qara.
kııkııɗe	Foftaa, ñȷaraa kıŋkılıba, haa kııkııɗe.
wataa qımmu	Wataa qımmu, haa kııkııɗe.
neenemaa qara	Wataa qımmu, haa neenemaa qara.
wataa defa	Wataa defa, haa neenemaa qara.
yımɓe ɓe ŋgara	Wataa defa, haa yımɓe ɓe ŋgara.
ñȷahaa, padaa	Ñȷahaa, padaa, haa yımɓe ɓe ŋgara.
ȷemma	Ñȷahaa, padaa, haa ȷemma.
nabaa hıırandemaa, foftaa	Nabaa hıırandemaa, foftaa, haa ȷemma.
baabamaa qara	Nabaa hırandemaa, foftaa, haa baabamaa qara.
kııraa to mon, wonaa ton	Kııraa to mon, ŋgonaa ton, haa baabamaa qara.
kııkııɗe	Kııraa to mon, ŋgonaa ton, haa kııkııɗe.
ñȷahaa, lelaa to mon	Ñȷahaa, lelaa to mon, haa kııkııɗe.
hooremaa sella	Ñȷahaa, lelaa to mon, haa hooremaa sella.
lelaa, foftaa	Lelaa, foftaa, haa hooremaa sella.
dokotor qo wıya yaa qımmu	Lelaa, foftaa, haa dokotor qo wıya yaa qımmu.
ñȷaraa, lelaa	Ñȷaraa, lelaa, haa dokotor qo wıya yaa qımmu.
ɓandumaa ɓura	Ñȷaraa, lelaa, haa ɓandumaa ɓura.

m) Phrasal Substıtutıon Drıll

Cue	Pattern
	Korı yımɓe ɓe gaañaanı.
mı nanı	Mı nanı yımɓe ɓe gaañaanı.
ɓeɗo cellı	Mı nanı ɓeɗo cellı.
dokotor qo wıyı	Dokotor qo wıyı ɓeɗo cellı.
koyŋgal ŋgal makko kelı	Dokotor qo wıyı koyŋgal ŋgal makko kelı.
mawnırawomaaɗa	Mawnırawomaaɗa wıyı koyŋgal ŋgal makko kelı.
yahı kampama gıla bımbı	Mawnırawomaaɗa yahı kampama gıla bımbı.
qo wıyı debbomaa	Qo wıyı debbomaa yahı kampama gıla bımbı.
haalı mo kullemaa	Qo wıyı debbomaa haalı mo kullemaa.
haŋkı baabaqam	Haŋkı baabaqam haalı mo kullemaa.
yeyı ŋgarımakko	Haŋkı baabaqam yeyı ŋgarımakko.
gaynaakomoɗon	Gaynaakomoɗon yeyı ŋgarımakko?
qaddı naggemakko	Gaynaakomoɗon qaddı naggemakko?
korı neɗɗo qo	Korı neɗɗo qo qaddı naggemakko?
gaañaanı	Korı neɗɗo qo gaañaanı?
korı yımɓe ɓe	Korı yımɓe ɓe gaañaanı?

NOTES

1

UNIT 11

11.0 Dialog: Visitors

	-Paul-	
misiɗɗo [qo] (musiiɓe)		relative
Be † ko ɓe musiiɓeqam.		These are my relatives.
	-Demba-	
qimmu		originate, be from, spring, get up
Honto ɓe ŋgimmi?		Where are they from?
	-Paul-	
Qamerika		America
Ko Qamerika, ɓe ŋgimmi.		They are from America.
	-Demba-	
wiyete		is to be called
Honno ɓe mbiyete?		How are they to be addressed (called)?
	-Paul-	
qinde [nde] (qinɗe)		name
Qinde qo ɗo ko Brown.		The name of this one (here) is Brown.
	-Demba-	
Hoɗum ɓe ñjiɗi?		What do they want?
	-Paul-	
faal		desire, want
Be paali yaade saare.		They want to go to the town.
	-Demba-	
Hoɗum ɓe mbaɗata, to saare?		What are they going to do in town?
	-Paul-	
nder		inside
Be paali yiide nder saare nde.		They want to see inside the town.
	-Demba-	
Honno ɓeya no?		How about those?
	-Paul-	
sukaa/sukaaɗo [qo] (sukaaɓe)		child
Beya, ko ɓe sukaaɓeqam.		Those are my children.

	-Demba-	
Hoɗum ɓe mbaɗata ton?		What are they goıng to do there?
	-Paul-	
naat		enter
Mıɗo yıɗı ɓe naata qeskul.		I want them to enter school.
	-Demba-	
Tuma ɓe ñȷahata?		When are they goıng?
	-Paul-	
faɓɓı-ȷaŋgo		day after tomorrow
Faɓɓı-ȷaŋgo, sı Qalla ȷaɓı.		Day after tomorrow, God wıllıng.
	-Demba-	
Yalla qokku ma ȷam.		May God gıve you peace.
	-Paul-	
Qaamıın.		Amen.

11.1 Varıatıon Drılls on Basıc Sentences

a) Sımple Substıtutıon-Transformatıon Drıll

New words:

gore	[Ø]	(goreeɓe)	companıon (of same age group)
taanırawo	[qo]	(taanıraaɓe)	grandchıld
maamırawo	[qo]	(maamıraaɓe)	grandparent
saarenawo	[qo]	(saarenaaɓe)	vıllager, town person

Cue	Pattern 1	Pattern 2
	Ɓe, koɓe musııɓeqam.	Ɓeya, koɓe musııɓeqam.
sukaaɓeqam	Ɓe, koɓe sukaaɓeqam.	Ɓeya, koɓe sukaaɓeqam.
yımɓeqam	Ɓe, koɓe yımɓeqameŋ.	Ɓeya, koɓe yımɓeqameŋ.
qesıraaɓemakko	Ɓe, koɓe qesıraaɓemakko.	Ɓeya, koɓe qesıraaɓemakko.
goreeɓemoɗon	Ɓe, koɓe goreeɓemoɗon.	Ɓeya, koɓe goreeɓemoɗon.
rewɓemaɓɓe	Ɓe, koɓe rewɓemaɓɓe.	Ɓeya, koɓe rewɓemaɓɓe.
worɓemakko	Ɓe, koɓe worɓemakko.	Ɓeya, koɓe worɓemakko.
ɓıɓɓeqameŋ	Ɓe, koɓe ɓıɓɓeqameŋ.	Ɓeya, koɓe ɓıɓɓeqameŋ.
baabıraaɓeqam	Ɓe, koɓe ɓaabıraaɓeqam.	Ɓeya, koɓe ɓaabıraaɓeqam.
neenıraaɓemaa	Ɓe, koɓe neenıraaɓemaa.	Ɓeya, koɓe neenıraaɓemaa.
bandıraabeqam	Ɓe, koɓe ɓandıraaɓeqam.	Ɓeya, koɓe bandıraaɓeqam.
taanıraaɓemaa	Ɓe, koɓe taanıraaɓemaa.	Ɓeya, koɓe taanıraaɓemaa.
ceernooɓeqam	Ɓe, koɓe ceernooɓeqam.	Ɓeya, koɓe ceernooɓeqam.

	Ɓe, koɓe ceernooɓeqam.	Ɓeya, koɓe ceernooɓeqam.
saarenaaɓemaa	Ɓe, koɓe saarenaaɓemaa.	Ɓeya, koɓe saarenaaɓemaa.
mıñıraaɓeqam	Ɓe, koɓe mıñıraaɓeqam.	Ɓeya, koɓe mıñıraaɓeqam.
mawnıraaɓemaa	Ɓe, koɓe mawnıraaɓemaa.	Ɓeya, koɓe mawnıraaɓemaa.
kawıraaɓeqam	Ɓe, koɓe kawıraaɓeqam.	Ɓeya, koɓe kawıraaɓeqam.
maamıraaɓemaa	Ɓe, koɓe maamıraaɓemaa.	Ɓeya, koɓe maamıraaɓemaa.
musııɓeqam	Ɓe, koɓe musııɓeqam.	Ɓeya, koɓe musııɓeqam.

b) Repeat Drıll (a) usıng sıngular: Qo koo..., etc. Qoya koo..., etc.

c) Progressıve Substıtutıon-Transformatıon Drıll

Cue	Questıon Pattern	Answer Pattern
	Honto ɓe ŋgımmı?	Ko Qamerıka, ɓe ŋgımmı.
yaa	Honto ɓe ñȷahı?	Ko Qamerıka, ɓe ñȷahı.
qo	Honto qo yahı?	Ko Qamerıka, qo yahı.
qımm	Honto qo qımmı?	Ko Qamerıka, qo qımmı.
qon	Honto qon ŋgımmı?	Ko Qamerıka, meŋ ŋgımmı.
yaa	Honto qon ñȷahı?	Ko Qamerıka, meŋ ñȷahı.
qo	Honto qo yahı?	Ko Qamerıka, qo yahı.
ȷaŋg	Honto qo ȷaŋgı?	Ko Qamerıka, qo ȷaŋgı.
ɓe	Honto ɓe ȷaŋgı?	Ko Qamerıka, ɓe ȷaŋgı.
qımm	Honto ɓe ŋgımmı?	Ko Qamerıka, ɓe ŋgımmı.

d) Sımple Substıtutıon Drıll

New word: ȷarga [ø] (ȷargaaɓe) vıllage head (mayor)

Cue	Pattern
	Honno ɓe mbıyete?
qon	Honno qon mbıyete?
qo	Honno qo wıyete?
meŋ	Honno meŋ mbıyete?
kawmaa	Honno kawmaa wıyete?
neenemakko	Honno neenemakko wıyete?
baabamaɓɓe	Honno baabamaɓɓe wıyete?
taanırawoqameŋ	Honno taanırawoqameŋ wıyete?
bandırawomaa	Honno bandırawomaa wıyete?
gorgolmakko	Honno gorgolmakko wıyete?
mıñırawoqam	Honno mıñırawoqam wıyete?
mawnırawomaa	Honno mawnırawomaa wıyete?
goremakko	Honno goremakko wıyete?

	Honno goremakko wiyete?
jargamaa	Honno jargamaa wiyete?
jaatigimoɗon	Honno jaatigimoɗon wiyete?
teerimaɓɓe	Honno teerimaɓɓe wiyete?
ɓe	Honno ɓe mbiyete?

e) Progressive Substitution Drill

Cue	Pattern
	Ɓe paali yaade saare.
qo	Qo faali yaade saare.
yii	Qo faali yiide saare.
kampama	Qo faali yiide kampama.
qon	Qon paali yiide kampama?
qar	Qon paali qarde kampama?
galle	Qon paali qarde galle?
meŋ	Meŋ paali qarde galle.
waal	Meŋ paali waalde galle.
saare	Meŋ paali waalde saare.
ɓe	Ɓe paali waalde saare.
yaa	Ɓe paali yaade saare.
jaŋgurdu	Ɓe paali yaade jaŋgurdu.
neenemaa	Neenemaa faali yaade jaŋgurdu.
qar	Neenemaa faali qarde jaŋgurdu.
marse	Neenemaa faali qarde marse.
baabaqam	Baabaqam faali qarde marse.
yaa	Baabaqam faali yaade marse.
ŋgesa	Baabaqam faali yaade ŋgesa.
mi	Mi faali yaade ŋgesa.
yii	Mi faali yiide ŋgesa.
saare	Mi faali yiide saare.
ɓe	Ɓe paali yiide saare.

f) Progressive Substitution Drill

New words:

ɗabbu	look for, find, search for
ladde [ø] (laddeeji)	bush, forest

Cue	Pattern
	Hoɗum ɓe mbaɗata, to saare?
qo	Hoɗum qo waɗata, to saare?
yii	Hoɗum qo yiyata, to saare?
marse	Hoɗum qo yiyata, to marse?

	Hoɗum qo yıyata, to marse?
qon	Hoɗum qon ñȷıyata, to marse?
yey	Hoɗum qon ñȷeyata, to marse?
saare	Hoɗum qon ñȷeyata, to saare?
meŋ	Hoɗum meŋ ñȷeyata, to saare?
ɗabb	Hoɗum meŋ ɗabbata, to saare?
ladde	Hoɗum meŋ ɗabbata, to ladde?
baabaqam	Hoɗum baabaqam ɗabbata, to ladde?
nab	Hoɗum baabaqam nabata, to ladde?
kampama	Hoɗum baabaqam nabata, to kampama?
yımbemaa	Hoɗum yımbemaa nabata, to kampama?
qadd	Hoɗum yımbemaa qaddata, to kampama?
marse	Hoɗum yımbemaa qaddata, to marse?
ɓe	Hoɗum ɓe ŋgaddata, to marse?
waɗ	Hoɗum ɓe mbaɗata, to marse?
saare	Hoɗum ɓe mbaɗata, to saare?

g) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mıɗo yıɗı ɓe naata qeskul.
qomo	Qomo yıɗı ɓe naata qeskul.
yaa	Qomo yıɗı ɓe ñȷaha qeskul.
ɓedo	ɓeɗo ñȷıɗı ɓe ñȷaha qeskul.
qar	ɓeɗo ñȷıɗı ɓe ŋgara qeskul.
qoɗon	Qoɗon ñȷıɗı ɓe ŋgara qeskul?
yaa	Qoɗon ñȷıɗı ɓe ñȷaha qeskul?
mıɗen	Mıɗen ñȷıɗı ɓe ñȷaha qeskul.
naat	Mıɗen ñȷıɗı ɓe naata qeskul.
mıɗo	Mıɗo yıɗı ɓe naata qeskul.

h) Progressıve Substıtutıon Drıll

New words:				
	laana	[ka]	(laade)	boat, shıp
	woyndu	[ndu]	(boylı)	well

Cue	Pattern
	ɓe paalı yııde nder saare nde.
qo	Qo faalı yııde nder saare nde.
laar	Qo faalı laarde nder saare nde.
laana	Qo faalı laarde nder laana ka.
meŋ	Meŋ paalı laarde nder laana ka.

	Meŋ paali laarde nder laana ka.
naat	Meŋ paali naatde nder laana ka.
kampama	Meŋ paali naatde nder kampama qo.
qon	Qon paali naatde nder kampama qo?
waal	Qon paali waalde nder kampama qo?
suudu	Qon paali waalde nder suudu ndu?
qa	Qa faali waalde nder suudu ndu?
yii	Qa faali yiide nder suudu ndu?
woyndu	Qa faali yiide nder woyndu ndu?
mi	Mi faali yiide nder woyndu ndu.
laar	Mi faali laarde nder woyndu ndu.
gallemaa	Mi faali laarde nder gallemaa qo.
ɓe	ɓe paali laarde nder gallemaa qo.
yii	ɓe paali yiide nder gallemaa qo.
saare	ɓe paali yiide nder saare nde.

11.2 Note: Passive Verbal Forms

While theoretically any verb in Fula may be inflected in active voice, middle voice. or passive voice, in practice most verbs occur much more commonly or exclusively in one or two voices and rarely or never in the other(s).

Note the sentence:

Honno ɓe mbiyete.	'How are they called?'

The form mbiyete (wiyete with singular subjects), from the verb root /wii/, is imperfective in aspect, potential in tense, and passive in voice.

Note the sentence:

Hoɗum ɓe mbaɗata to saare.	'What are they going to do in town?

The form mbaɗata (waɗata in the singular) differs from the form mbiyete in the root and in the alternation of /a/ and /e/ in the suffixes.

Throughout the imperfective forms the passive has /e/ where the active has /a/. Thus:

Miɗo wiya mo.	'I'm saying to him.'
Miɗo wiye Demba.	'I'm called Demba.'

However the passive voice has no potential forms in statements comparable to waɗat or waɗay - using instead wiyete 'will be called' or 'is to be called'.

In perfective forms the passive is characterized by suffix /-a(a)/ (where the active has /-i(i)/) followed in the emphatic perfective by a suffix /-ma/ (see 6.2). Thus:

Qa jaraama.	'You've been thanked'.
Qo wiyaama Demba.	

This suffix /-ma/ occurs only in middle voice and passive voice, emphatic perfective forms. The non-emphatic perfective of the passive, with suffix /-a/ only, because of its resemblance to the imperfective active and to the simple perfective negative (with suffix /-aa/) is very uncommon, tha emphatic form with suffix /-ma/ being regularly used.

11.3 Grammar Drills on Passive Verb Forms

a) Simple Substitution Drill

Cue	Pattern	
	Honno ɗum yeyete?	How is this to be sold?
nab	Honno ɗum nabete?	
def	Honno ɗum defete?	
fof	Honno ɗum fofete?	How is this to be blown (on)?
ñaam	Honno ɗum ñaamete?	
heɓ	Honno ɗum heɓete?	How is this to be gotten?
wii	Honno ɗum wiyete?	
jaŋg	Honno ɗum jaŋgete?	
yar	Honno ɗum yarete?	
qudd	Honno ɗum quddete?	
quddit	Honno ɗum qudditete?	
yey	Honno ɗum yeyete?	

b) Progressive Substitution Drill

Cue	Pattern	
	Honno ɗum yeyete?	How is this to be sold?
honto	Honto ɗum yeyete?	Where is this to be sold?
nab	Honto ɗum nabete?	
honno	Honno ɗum nabete?	
def	Honno ɗum defete?	
honto	Honto ɗum defete?	
jaŋg	Honto ɗum jaŋgete?	
honno	Honno ɗum jaŋgete?	
fof	Honno ɗum fofete?	
honto	Honto ɗum fofete?	
ñaam	Honto ɗum ñaamete?	
honno	Honno ɗum ñaamete?	
yii	Honno ɗum yiyete?	
honto	Honto ɗum yiyete?	
heɓ	Honto ɗum heɓete?	
honno	Honno ɗum heɓete?	
wii	Honno ɗum wiyete?	
honto	Honto ɗum wiyete?	
yey	Honto ɗum yeyete?	

c) Simple Substitution Drill

Cue	Pattern
	Ɗum yeyaama.
ñaam	Ɗum ñaamaama.
def	Ɗum defaama.
nab	Ɗum nabaama.
fof	Ɗum fofaama.
wii	Ɗum wiyaama.
yii	Ɗum yiyaama.
qudd	Ɗum quddaama.
quddit	Ɗum quddıtaama.
yar	Ɗum yaraama.
jaŋg	Ɗum jaŋgaama.
lamd	Ɗum lamdaama.
faal	Ɗum faalaama.

d) Progressive Substitution Drill

Cue	Pattern
	Honno ɗum yeyaama?
honto	Honto ɗum yeyaama?
def	Honto ɗum defaama?
honno	Honno ɗum defaama?
hel	Honno ɗum helaama?
honto	Honto ɗum helaama?
wii	Honto ɗum wiyaama?
honno	Honno ɗum wiyaama?
qudd	Honno ɗum quddaama?
honto	Honto ɗum quddaama?
quddit	Honto ɗum quddıtaama?
honno	Honno ɗum quddıtaama?
nab	Honno ɗum nabaama?
honto	Honto ɗum nabaama?
jaŋga	Honto ɗum jaŋgaama?
honno	Honno ɗum jaŋgaama?
ñaam	Honno ɗum ñaamaama?
honto	Honto ɗum ñaamaama?
yey	Honto ɗum yeyaama?
honno	Honno ɗum yeyaama?

e) Sımple Substıtutıon-Transformatıon Drıll (Potentıal to Perfectıve)

Cue	Pattern 1	Pattern 2
	Tuma ɗum yeyete?	Tuma ɗum yeyaama?
waɗ	Tuma ɗum waɗete?	Tuma ɗum waɗaama?
qudd	Tuma ɗum quddete?	Tuma ɗum quddaama?
naat	Tuma ɗum naatete?	Tuma ɗum naataama?
yıı	Tuma ɗum yıyete?	Tuma ɗum yıyaama?
nab	Tuma ɗum nabete?	Tuma ɗum nabaama?
ñaam	Tuma ɗum ñaamete?	Tuma ɗum ñaamaama?
def	Tuma ɗum defete?	Tuma ɗum defaama?
yar	Tuma ɗum yarete?	Tuma ɗum yaraama?
fof	Tuma ɗum fofete?	Tuma ɗum fofaama?
holl	Tuma ɗum hollete?	Tuma ɗum hollaama?
yey	Tuma ɗum yeyete?	Tuma ɗum yeyaama?

f) Progressıve Substıtutıon-Transformatıon Drıll (Potentıal to Perf[illegible]ve)

Cue	Pattern 1	Pattern 2
	Tuma ɗum heɓete?	Tuma ɗum heɓaama?
honno	Honno ɗum heɓete?	Honno ɗum heɓaama?
yey	Honno ɗum yeyete?	Honno ɗum yeyaama?
honto	Honto ɗum yeyete?	Honto ɗum yeyaama?
waɗ	Honto ɗum waɗete?	Honto ɗum waɗaama?
tuma	Tuma ɗum waɗete?	Tuma ɗum waɗaama?
yıı	Tuma ɗum yıyete?	Tuma ɗum yıyaama?
honno	Honno ɗum yıyete?	Honno ɗum yıyaama?
nab	Honno ɗum nabete?	Honno ɗum nabaama?
honto	Honto ɗum nabete?	Honto ɗum nabaama?
def	Honto ɗum defete?	Honto ɗum defaama?
tuma	Tuma ɗum defete?	Tuma ɗum defaama?
heɓ	Tuma ɗum heɓete?	Tuma ɗum heɓaama?

g) Sımple Substıtutıon-Transformatıon Drıll (Actıve to Passıve)

Cue	Pattern 1	Pattern 2
	Honno qo yeyata ɗum?	Honno ɗum yeyete?
heɓ	Honno qo heɓata ɗum?	Honno ɗum heɓete?
nab	Honno qo nabata ɗum?	Honno ɗum nabete?
waɗ	Honno qo waɗata ɗum?	Honno ɗum waɗete?
yıı	Honno qo yıyata ɗum?	Honno ɗum yıyete?
def	Honno qo defata ɗum?	Honno ɗum defete?
ñaam	Honno qo ñaamata ɗum?	Honno ɗum ñaamete?
yar	Honno qo yarata ɗum?	Honno ɗum yarete?

	Honno qo yarata ɗum?	Honno ɗum yarete?
qudd	Honno qo quddata	Honno ɗum quddete?
quddıt	Honno qo quddıtata ɗum?	Honno ɗum quddıtete?
hel	Honno qo helata ɗum?	Honno ɗum helete?
qadd	Honno qo qaddata ɗum?	Honno ɗum qaddete?
lıgg	Honno qo lıggata ɗum?	Honno ɗum lıggete?
nan	Honno qo nanata ɗum?	Honno ɗum nanete?
ȷaŋg	Honno qo ȷaŋgata ɗum?	Honno ɗum ȷaŋgete?
qokk	Honno qo qokkata ɗum?	Honno ɗum qokkete?
wıı	Honno qo wıyata ɗum?	Honno ɗum wıyete?
qand	Honno qo qandata ɗum?	Honno ɗum qandete?
rem	Honno qo remata ɗum?	Honno ɗum remete?
yey	Hono qo yeyata ɗum?	Honno ɗum yeyete?

h) Substıtutıon-Transformatıon Drıll (Actıve to Passıve)

Cue	Pattern 1	Pattern 2
	Ɓe ñȷeyı ɗum.	Ɗum yeyaama.
nab	Ɓe nabı ɗum.	Ɗum nabaama.
yar	Ɓe ñȷarı ɗum.	Ɗum yaraama.
heɓ	Ɓe keɓı ɗum.	Ɗum heɓaama.
qudd	Ɓe ŋguddı ɗum.	Ɗum quddaama.
ñaam	Ɓe ñaamı ɗum.	Ɗum ñaamaama.
def	Ɓe depı ɗum.	Ɗum defaama.
quddıt	Ɓe ŋguddıtı ɗum.	Ɗum quddıtaama.
ȷaŋg	Ɓe ȷaŋgı ɗum.	Ɗum ȷaŋgaama.
wıı	Ɓe mbııyı ɗum.	Ɗum wıyaama.
qand	Ɓe ŋgandı ɗum.	Ɗum qandaama.
hel	Ɓe kelı ɗum.	Ɗum helaama.
qadd	Ɓe ŋgaddı ɗum.	Ɗum qaddaama.
yıɗ	Ɓe ñȷıɗı ɗum.	Ɗum yıɗaama.
haal	Ɓe kaalı ɗum.	Ɗum haalaama.
gaañ	Ɓe gaañı ɗum.	Ɗum gaañaama.
yey	Ɓe ñȷeyı ɗum.	Ɗum yeyaama.

i) Progressive Substitution-Correlation Drill (Change aspect of verb to accord with time word.)

Cue	Pattern
	Dum yeyaama haŋki.
def	Dum defaama haŋki.
jaŋgo	Dum defete jaŋgo.
ñaam	Dum ñaamete jaŋgo.
heccihaŋki	Dum ñaamaama heccihaŋki.
nab	Dum nabaama heccihaŋki.
hande	Dum nabete hande.
qadd	Dum qaddete hande.
haŋki	Dum qaddaama haŋki.
quddit	Dum quddit aama haŋki.
bimbi	Dum quddit ete bimbi.
jaŋg	Dum jaŋgete bimbi.
heccihaŋki	Dum jaŋgaama heccihaŋki.
def	Dum defaama heccihaŋki.
jemma	Dum defete jemma.
yey	Dum yeyete jemma.
haŋki	Dum yeyaama haŋki.

11.4 Note: Interrogative Sentences

Type I - 'Yes-No' Questions

1. Qa yahi to dokotormaa na?	'Did you go to your doctor?'
2. Qa nabi mo, to kampama na?	'Did you take her to the hospital?'
3. Qaɗa ligga haa jooni na?	'Are you working up to now?'
4. Qaɗa yiɗi ligge?	'Do you want a job?'
5. Qa sikki qa waaway heɓde mo ligge?	'Do you think you could get him a job?'

All these sentences from the dialogs happen to have second person subjects. In such sentences the particle na which signals a 'yes-no' question may be omitted since statements about second person action are often unlikely and there is normally no difficulty in understanding such sentences as 4 and 5 above to be questions. Other examples of this interrogative sentence-type with other subjects (where na is required):

Demba yahat to saare na?	'Is Demba going to go to town?'
Qon ñjahi to neenemon na?	'Did you go to your mother's?'
Ko kaŋko haalani ma ɗum na?	'Was it he [who] told you that?'
Beɗo ton haa jooni na?	'Are they still there?' ('...there until now?')
Qa ñaami na?	'Have you eaten?'

Note that 'yes-no' questions are just like statements except for the addition of na, and the intonation (stress before na).

Type II - Questions with Question Words

As in English, Fula questions with question words exist in great variety. A question may be asked about the state or action, the direct object, any of various adverbial complements (using such question words as How?, Where?, When?, Why?, etc.), or about the subject.

A. Questions about the subject:

1.	Hombo qe hombo gaañii?	'Who all got hurt?'
2.	Ko hoɗum heɓno ma?	'What is it which was wrong with ('had') you.'
3.	Ko qonon jelu wonno qe makko?	'How many of you (was it) were in it?'
4.	Ko qan qe hombo ŋgarno ɗo?	'It is you and who [else] who came here?'
5.	Hombo haalani ma ɗum?	'Who told you that?'

Note that ko is possible in all these sentences (and could be omitted in those where it does occur). The verbal form is the relative one (see 8.4 and 9.4) so that the most 'literal' translation is one with a relative clause like '[It is] who who told you that?'

B. Questions about the object:

1.	Honɗum qo haalanii ma?	'What did she tell you?'
2.	Hoɗum mbaɗtaa to saare?	'What will you do in town?'
3.	Ko hombo ndaarataa?	'Who is it whom you are looking at/for?'

Here again the /ko/ is optional, the verb form relative.

C. Questions about adverbial complements:

1.	Tuma ñjahataa ŋgesamaa?	'When are you going to your farm?'
2.	Honto ɓe ŋgimmi?	'Where are they from?'
3.	Pur hombo waɗantaa ɗum?	'For whom are you doing that?'
4.	Tuma ŋgarɗaa?	'When did you come?'
5.	Honto mbiinoɗaa?	'Where did you say?'
6.	Ko honto ñjahataa kadi?'	'When are you going to go again?'
7.	No waɗɗaa ɗum?	'How did you do it?'

In these forms also ko is optional except that ko does not occur with no (sentence 7). The verb forms again are relative.

Note that in questions a first person subject is relatively rare, because of the rarity of inquiring about an action in which one is included. Such forms do, however, occur and employ the relative verbal form also:

Hontuma ŋgarmi?	'When did I come?'
Honto mbaɗmeŋ ɗum?	'Where did we do that?'

Also, of course, the inclusive second person plural:

Hoɗum ñjiiɗen to marse?	'What did the two of us see at market?'

Type III - Short Questions

1.	Ko ɓe jelu?	'[It is] how many of them?'
2.	Pur hombo?	'For whom?'
3.	Qe honto?	'Where else?'
4.	Qe hombo?	'With whom?'
5.	Ko hombo?	'Who [is it]?'

Type IV - Equational Questions with no or honno.

1.	No yimɓemaa ɓe?	'How are your folks?'
2.	Honno Yompa?	'How's Yompa?

These sentences contain no verb. Ko does not occur.

Type V - Questions without any interrogative:

A.	Mbaɗɗaa?	'[What] did you [do]?'
	Mbiimi?	'[What] did I say?'

Note that these sentences differ from relative clauses in statements only in their intonational patterns. They could have ko but the intonation plus the fact that there is nothing more said in the sentence is the essential interrogative element. Contrast:

Ko mbiimi?	'What did I say?'
Ko mbiimi no moddyi.	'What I said is good.'

B.	Jam kiirɗaa?	'You passed the night in peace?'
	Jam ñalluɗon?	'You spent the day peacefully?'

These sentences also share with other question forms the feature of relative verbal form. They invariably have second person subject suffixes.

11.5 Grammar Drill on Questions

a) Progressive Substitution-Response Drill

Cue	Question Pattern	Response Pattern
	Qa yahi ton na?	Qeeyi† mi yahiino ton.
ɓe	Be ñjahi ton na?	Qeeyi† ɓe ñjahiino ton.
waal	Be mɓaali ton na?	Qeeyi† ɓe mɓaaliino ton.
qon	Qon mɓaali ton na?	Qeeyi† meŋ mɓaaliino ton.
ñall	Qon ñalli ton na?	Qeeyi† meŋ ñalliino ton.
qo	Qo ñalli ton na?	Qeeyi† qo ñalliino ton.
ñaam	Qo ñaami ton na?	Qeeyi† qo ñaamiino ton.
qen	Qen ñaami ton na?	Qeeyi† qen ñaamiino ton.
yaa	Qen ñjahi ton na?	Qeeyi† qen ñjahiino ton.
qa	Qa yahi ton na?	Qeeyi† mi yahiino ton.

b) Progressive Substitution-Response Drill

Cue	Question Pattern	Response Pattern
	Qa yahataa na?	Mi yahiino.
qo	Qo yahataa na?	Qo yahiino.
ñall	Qo ñallataa na?	Qo ñalliino.
ɓe	Ɓe ñallataa na?	Ɓe ñalliino.
ñaam	Ɓe ñaamataa na?	Ɓe ñaamiino.
qon	Qon ñaamataa na?	Meŋ ñaamiino.
hiir	Qon kiirataa na?	Meŋ kiiriino.
qa	Qa hiirataa na?	Mi hiiriino.
qar	Qa qarataa na?	Mi qariino.
qo	Qo qarataa na?	Qo qariino.
heɓ	Qo heɓataa na?	Qo heɓiino.
qa	Qa heɓataa na?	Mi heɓiino.
yaa	Qa yahataa na?	Mi yahiino.

c) Progressive Substitution Drill

Cue	Pattern
	Hombo wiyi ɗum?
nan	Hombo nani ɗum?
kam	Hombo nani kam?
gaañ	Hombo gaañi kam?
mo	Hombo gaañi mo?
haal	Hombo haali mo?
ma	Hombo haali ma?
qokk	Hombo qokki ma?
mo	Hombo qokki mo?
ɓur	Hombo ɓuri mo?
kam	Hombo ɓuri kam?
yii	Hombo yiyi kam?
ɗum	Hombo yiyi ɗum?
wii	Hombo wiyi ɗum?

d) Random Substitution-Response Drill

New word: nii thus

Cue	Question Pattern	Response Pattern
	No mbaɗɗaa ɗum?	Ko níi, mbaɗmi ɗum.
qon	No mbaɗɗon ɗum?	Ko níi, mbaɗmeŋ ɗum.
taw	No tawɗon ɗum?	Ko níi, tawmeŋ ɗum.
heɓ	No keɓɗon ɗum?	Ko níi, keɓmeŋ ɗum.

	No keɓɗon ɗum?	Ko níi, keɓmeŋ ɗum.
qen	No keɓɗen ɗum?	Ko níi, keɓmeŋ ɗum.
qa	No keɓɗaa ɗum?	Ko níi, keɓmi ɗum.
wad	No mbaɗɗaa ɗum?	Ko níi, mbaɗmi ɗum.

e) Simple Substitution Drill

Cue	Pattern
	Hoɗum mbaɗtaa to saare?
nab	Hoɗum nabataa to saare?
qadd	Hoɗum ŋgaddataa to saare?
yii	Hoɗum ñjiitaa to saare?
yee	Hoɗum ñjeyataa to saare?
qacc	Hoɗum ŋgaccataa to saare?
waɗ	Hoɗum mbaɗtaa to saare?

f) Simple Substitution Drill

Cue	Pattern
	Honto Demba woni?
(qa)	Honto ŋgonɗaa?
ɓe	Honto ɓe ŋgoni?
(qon)	Honto ŋgonɗon?
(qen)	Honto ŋgonɗen?
qo	Honto qo woni?
Demba	Honto Demba woni?

g) Simple Substitution Drill

Cue	Pattern
	Tuma ŋgartaa?
(qon)	Tuma ŋgarton?
qo	Tuma qo qarata?
(qen)	Tuma ŋgarten?
meŋ	Tuma meŋ ŋgarata?
ɓe	Tuma ɓe ŋgarata?
(qa)	Tuma ŋgartaa?

h) Simple Substitution-Response Drill

Cue	Question Pattern	Response Pattern
	Honto mbaɗɗaa ɗum?	Ko ton, mbaɗmi ɗum?
taw	Honto tawɗaa ɗum?	Ko ton, tawmi ɗum.
heɓ	Honto keɓɗaa ɗum?	Ko ton, keɓmi ɗum.
nan	Honto nanɗaa ɗum?	Ko ton, nanmi ɗum.

	Honto nanɗaa ɗum?	Ko tón, nanmi ɗum.
yii	Honto ñjiiɗaa ɗum?	Ko tón, ñjiimi ɗum.
qand	Honto ŋganduɗaa ɗum?	Ko tón, ŋgandumi ɗum.
hel	Honto kelɗaa ɗum?	Ko tón, kelmi ɗum.
waaw	Honto mbaawɗaa ɗum?	Ko tón, mbaawmi ɗum.
qacc	Honto ŋgaccuɗaa ɗum?	Ko tón, ŋgaccumi ɗum.
ñaam	Honto ñaamɗaa ɗum?	Ko tón, ñaami ɗum.
nab	Honto nabɗaa ɗum?	Ko tón, nabmi ɗum.
fad	Honto padɗaa ɗum?	Ko tón, padmi ɗum.
haal	Honto kaalɗaa ɗum?	Ko tón, kaalmi ɗum.
yaar	Honto ñjarɗaa ɗum?	Ko tón, ñjarmi ɗum.
wii	Honto mbiiɗaa ɗum?	Ko tón mbiimi ɗum.

i) Progressive Substitution-Response Drill

Cue	Pattern 1	Pattern 2
	Honto mbaɗɗaa ɗum?	Ko tón, mbaɗmi ɗum.
(qon)	Honto mbaɗɗon ɗum?	Ko tón, mbaɗmeŋ ɗum.
taw	Honto tawɗon ɗum?	Ko tón, tawmeŋ ɗum.
(qen)	Honto tawɗen ɗum?	Ko tón, tawmeŋ ɗum.
waaw	Honto mbaawɗen ɗum?	Ko tón, mbaawmeŋ ɗum.
(qa)	Honto mbaawɗaa ɗum?	Ko tón, mbaawmi ɗum.
yii	Honto ñjiiɗaa ɗum?	Ko tón, ñjiimi ɗum.
(qen)	Honto ñjiiɗen ɗum?	Ko tón, ñjiimeŋ ɗum.
nan	Honto nanɗen ɗum?	Ko tón nanmeŋ ɗum.
(qa)	Honto nanɗaa ɗum?	Ko tón nanmi ɗum.
waɗ	Honto mbaɗɗaa ɗum?	Ko tón mbaɗmi ɗum.

j) Random Substitution-Response Drill

Cue	Pattern 1	Pattern 2
	Hoɗum mbaɗɗaa mo?	Mi waɗaani mo haytus.
(qon)	Hoɗum mbaɗɗon mo?	Meŋ mbaɗaani mo haytus.
wii	Hoɗum mbiiɗon mo?	Meŋ mbiyaani mo haytus.
(qen)	Hoɗum mbiiɗen mo?	Qen mbiyaani mo haytus.
qo	Hoɗum qo wiyii mo?	Qo wiyaani mo haytus.
haal	Hoɗum qo haali mo?	Qo haalaani mo haytus.
ma	Hoɗum qo haali ma?	Qo haalaani kam haytus.
ɓe	Hoɗum ɓe kaali ma?	Ɓe kaalaani kam haytus.
mo	Hoɗum ɓe kaali mo?	Ɓe kaalaani mo haytus.
(qon)	Hoɗum kaalɗon mo?	Meŋ kaalaani mo haytus.
waɗ	Hoɗum mbaɗɗon mo?	Meŋ mbaɗaani mo haytus.
(qa)	Hoɗum mɓaɗɗaa mo?	Mi waɗaani mo haytus.

k) Simple Substitution Drill

Cue	Pattern
	Ko hombo?
honto	Ko honto?
hoɗum	Ko hoɗum?
jelu	Ko jelu?
tuma	Ko tuma?
honno	Ko honno?

l) Random Substitution Drill

Cue	Pattern
	Honno neenemaa?
Yompa	Honno Yompa?
no	No Yompa?
kaw Samba	No kaw Samba?
baabam	No baabam?
honno	Honno baabam?
neenemaa	Honno neenemaa?

11.8 NARRATIVE

Paul qe Demba

New words and forms:

ñande [nde] ( )	day
non	this, so in this way
salminondir	greet one another
gaynu/gasnu	finish, cause to end
haalaa [Ø] ( )	talk, speech, discussion
yaad	go with

Ñande gooto tawi[1] Paul qe musiiɓemakko qe ɓiɓɓemakko ɓeɗo ñjaha[2] to saare, qawa[3] ɓe kewti qe Demba. Non ɓe calminondiri, qawa Demba lamdi mo he fii kulle musiiɓemakko, to ɓe ŋgimmi, qindemaɓɓe, hoɗum ɓe ñjiɗi, qe honto ɓe ñjahata. Paul haali mo qindemaɓɓe, ko ɓe ñjiɗi qe honto ɓe ñjahata. Kadi, Demba lamdi mo he fii sukaaɓemakko. Non Paul wiyi, qomo naba ɓe to qekol, pur ɓe jaŋgoya. Tuma ɓe gayni qe haalaamaɓɓe, Paul yaadi qe yimɓemum, Demba kadi yahi qe laawolmum.

Translation (free):

One day it happened that Paul and his relatives and his children were going to town and they met up with Demba. So they greeted each other and Demba asked him about the affairs of his relatives, where they came from, their names, what they wanted and where they were heading. Paul told him their names, what they wanted and where they were going. In return Demba asked him about his children so Paul said he was taking them to school in order that they might go and study. When they finished with their chat Paul went off with his people and Demba went on his way.

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[1] Note that taw 'find' is commonly used in various senses related to the concept of 'chance' or 'happening'. We have observed tawo 'at that time, then' and si tawo 'if'. Both can be construed as related to this verbal root. Here tawi is translated as 'it happened that'.

[2] Note that ɓeɗo ñjaha here has reference to past time though it is in progressive imperfective form. The translation here must be in a past progressive 'they were going'.

[3] Qawa is much used in narratives as a general purpose conjunction translated now and, now so, now afterwards etc.

11.9 Questıons for Dıscussıon

1. Ɓeya yımɓe, ko ɓe musııɓe Paul na?
2. Ko to Qamerıka ɓe ŋgımmı na?
3. Ɓeya sukaaɓe no, ɓe kadı, koɓe ɓıɓɓe Paul na?
4. Musııɓe Paul, to saare nde, ɓe njıɗı yaade na?
5. Paul non, ko to qeskul qo yıɗı nabde ɓıɓɓemakko na?
6. Indemaa ko Brown na? Ko hoɗum?
7. Qon faalı yaade to saare na?
8. Qa faalı yaade to saare na?
9. Soon ñjahı to saare nde, qon paalay yııde nder saare nde na?
10. Saa yahı to saare nde, qa faalay yııde nder saare nde na?
11. Ɓeya yımɓe ko ɓe musııɓemaa na?
12. Ko to mon ɓe ŋgımmı na?
13. Ɓeya sukaaɓe, ɓe koɓe ɓıɓɓemaa na?
14. Ko to saare nde njıɗɗaa yaade na?
15. Qa nabay ɓıɓɓemaa to qekol na?
16. Ɓeya yımɓe, koɓe musııɓe Paul na, maa ɓe wonaa musııɓemakko?
17. Ko Qamerıka ɓe ŋgımmı na, maa wonaa ton?
18. Ɓeya sukaaɓe, koɓe ɓıɓɓemakko na, maa wonaa ɓıɓɓemakko?
19. Musııɓe Paul, ko to saare nde ɓe ñjıɗı yaade na, maa ko to qeskul qo?
20. Paul non, ko to qeskul qo nabata ɓıɓɓemakko na, maa ko to saare nde?
21. Qındemaa ko John na, maa ko Paul?
22. Qon paalı yaade to saare nde na, maa to qeskul qo?
23. Qa faalı yaade to saare nde na, maa to qeskul qo?
24. Soon ñjahı to saare nde, qon paalay yııde nder saare nde na, maa qon ñjıɗtaa?
25. Saa yahı to saare nde, qa yıɗay yııɗe nder saare nde na, maa qa yıɗtaa.
26. Ɓeya yımɓe koɓe musııɓemaa na, maa wonaa musııɓemaa?
27. Musııɓemaa, ko to saare nde ɓe ñjıɗı yaade na, ma ko to qekol?
28. Musııɓemaa, ko to saare nde ɓe ŋgonı na, ma ko ɗo?
29. Faɓɓı-jaŋgo ko honto ñjahata?
30. Ko tuma heɓtaa debbo.
31. Honto musııɓe Paul ŋgımmı?

32. Honto ɓe ñjɪɗɪ yaade?

33. Honto Paul nabata ɓɪɓɓemakko?

34. Sukaaɓe Paul naatay qeskul na?

35. Ko tuma ɓe naatata qeskul?

36. Ko waɗɪ, musɪɪɓe ñjɪɗɪ yaade to saare nde?

37. Ko hoɗum ɓe mbadata ton?

38. Sukaaɓemaaɗa ɓeɗo ñjaha qekol?

39. Musɪɪɓe Paul, ko to saare ɓe ñjɪɗɪ yaade na, maa to qekol?

40. Faɓɓɪ-jaŋgo, ko honto Paul nabata ɓɪɓɓemakko?

41. Honto musɪɪɓemaa wonɪ?

42. Sukaaɓemaa, ɓe naatɪ qeskul na, maa ɓe nataanɪ?

43. Honto debbomaa wonɪ?

44. Debbomaa no ɗo, maa to saare nde?

45. Tuma nabata ɓɪɓɓemaaɗa to qekol?

46. Hoɗum mbaɗtaa hande.

47. Musɪɪɓemaa, sukaaɓe jelu ɓe keɓɪ?

48. Bɪɓɓemaɓɓe no yaha qekol na?

49. Ko honto ɓe jaŋgata?

50. Bɪɓɓe jelu keɓɗaa?

UNIT 12

12.0 Dialog: What Day Will He Be Here?

	-Yoro-	
Honto qoya gorkomaa, woni?		Where is that man of yours?
	-Jallo-	
Hombo?		Who?
	-Yoro-	
Teneŋ/Qaltíne[1]		Monday
yawt		pass, exceed, pass by
yawtuɗo		past, who/which passes
Qoya gorko, qarno ɗo, Teneŋ yawtuɗo.		That man who came here last Monday. (Monday past)
	-Jallo-	
Talata		Tuesday
Qalárba		Wednesday
Qo wiyiino, qo qarat, Talata maa Qalarba.		He said he would come Tuesday or Wednesday.
	-Yoro-	
Mi sikkaani, qo waaway qarde Qalarba.		I don't think he will be able to come on Wednesday.
	-Jallo-	
Ko waɗi, qo waawataa qarde.		Why can't he come.
	-Yoro-	
Mi waawataa ma, haalde ɗum?		I cannot tell you that.
	-Jallo-	
Qálkamis[1]		Thursday
Juma		Friday
Soo qaraani Qalkamis, qo qaray Juma.		If he does not come Thursday he will come Friday.
	-Yoro-	
Juma? Min, mi wontaa ɗo.		Friday, as for me I won't be here.

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[1] The stress pattern of bases containing the Arabic prefix /qal-/ (an Arabic 'article') is irregular. In /qaltíne/ and /qalárba/ the stress is on the root syllable following the prefix, in /qálkamis/ is is on the prefix itself.

-Jallo-	Mı qandaa hónto ñȷahataa. Tuma ŋgarataa?	I don't know where you are goıng. When are you comıng [back]?
-Yoro-	Sıbıtı	Saturday
	Dımas	Sunday
	Sıbıtı maa Dımas.	Saturday or Sunday.
-Jallo-	Qawa baası qala † ñallen ȷam.	OK, no trouble, good afternoon (may we pass the day ın peace).
-Yoro-	Qaamıın.	Amen.

12.1 Varıatıon Drılls on Basıc Sentences

a) Progressıve Substıtutıon Drıll

Cue	
	Mıɗo yaha, haa ȷaŋgo.
(qo)	Qomo yaha, haa ȷaŋgo.
Talata	Qomo yaha, haa Talata.
(ɓe)	Ɓeɗo ñȷaha, haa Talata.
Qalarba	Ɓeɗo ñȷaha, haa Qalarba.
(qon)	Qoɗon ñȷaha, haa Qalarba?
faɓɓı-ȷaŋgo	Qoɗon ñȷaha, haa faɓɓı-ȷaŋgo?
(meŋ)	Mıɗen ñȷaha, haa faɓɓı-ȷaŋgo.
Qaltıne	Mıɗen ñȷaha, haa Qaltıne.
(mı)	Mıɗo yaha haa Qaltıne.
ȷaŋgo	Mıɗo yaha haa ȷaŋgo.

b) Substitution-Transformation Drill (Singular-Plural)

New words:

gertogal	[ŋgal]	(gertooɗe)	chicken
rawaandu	[ndu]	(dawaaɗi)	dog
qanasara	[0]	(qanasaraaɓe)	European
talkuru	[ndu]	(talki)	'juju', charm, amulet

Cue	Singular Pattern	Plural Pattern
	Honto qóya gorkomaa, woni?	Honto ɓéya worɓemaa, ŋgoni?
debbo	Honto qóya debbomaa, woni?	Honto ɓéya rewɓemaa, ŋgoni?
ɓiɗɗo	Honto qóya ɓiɗɗomaa, woni?	Honto ɓéya ɓiɓɓemaa, ŋgoni?
sukaa	Honto qóya sukaamaa, woni?	Honto ɓéya sakaaɓemaa, ŋgoni?
neɗɗo	Honto qóya neɗɗomaa, woni?	Honto ɓéya yimɓemaa, ŋgoni?
saarenawo	Honto qóya saarenawomaa, woni?	Honto ɓéya saarenaaɓemaa, ŋgoni?
musiddo	Honto qóya musiddomaa, woni?	Honto ɓéya musiiɓemaa, ŋgoni?
ceerno	Honto qóya ceernomaa, woni?	Honto ɓéya ceernooɓemaa, ŋgoni?
jaatigi	Honto qóya jaatigimaa, woni?	Honto ɓéya jaatigiiɓemaa, ŋgoni?
rawaandu	Honto qóya rawaandumaa, woni?	Honto ɓéya dawaaɗimaa, ŋgoni?
gertogal	Honto qóya gertogalmaa, woni?	Honto ɓéya gertooɗemaa, ŋgoni?
qanasara	Honto qóya qanasaramaa, woni?	Honto ɓéya qanasaraɓemaa, ŋgoni?
talkuru	Honto qóya talkurumaa, woni?	Honto ɓéya talkimaa, ŋgoni?

c) Progressive Substitution Drill

New words:

koɗɗo	[qo]	(hoɓɓe)	stranger, guest
mbomri	[ndi]	(bomi)	girl
pullo	[qo]	(fulɓe)	Fula
masoŋ	[0]	(masoŋaaɓe)	mason
polis	[0]	(polisaaɓe)	policeman
soldar	[0]	(soldarooɓe)	soldier

Cue	Pattern
	Qóya gorko, qarno ɗo, Teneŋ yawtuɗo.
debbo	Qóya debbo, qarno ɗo, Teneŋ yawtuɗo.
Talata	Qóya debbo,qarno ɗo, Talata yawtuɗo.
koɗɗo	Qóya koɗɗo, qarno ɗo, Talata uawtuɗo.
Qalarba	Qóya koɗɗo, qarnoo ɗo, Qalarba yawtuɗo.
mbomri	Qóya mbomri, qarno ɗo, Qalarba yawtuɗo.
Qalkamis	Qóya mbomri, qarno ɗo, Qalkamis yawtuɗo.

	Qóya mbomrı, qarno ɗo, Qalkamıs yawtuɗo.
pullo	Qóya pullo, qarno ɗo, Qalkamıs yawtuɗo.
Juma	Qóya pullo, qarno ɗo, Juma yawtuɗo.
masoŋ	Qóya masoŋ, qarno ɗo, Juma yawtuɗo.
Sıbıtı	Qóya masoŋ, qarno ɗo, Sıbıtı yawtuɗo.
polıs	Qóya polıs, qarno ɗo, Sıbıtı yawtuɗo.
Dımas	Qóya polıs, qarno ɗo, Dımas yawtuɗo.
soldar	Qóya soldar, qarno ɗo, Dımas yawtuɗo.
Teneŋ	Qóya soldar, qarno ɗo, Teneŋ yawtuɗo.
gorko	Qóya gorko, qarno ɗo, Teneŋ yawtuɗo.

d) Progressıve Substıtutıon Drıll

Cue	Pattern
	Qo wıyııno, qo qarat, Teneŋ, maa Talata.
Talata,maa Qalarba	Qo wıyııno, qo qarat, Talata, maa Qalarba.
ɓe	Ɓe mbıyııno, ɓe ŋgarat, Talata, maa Qalarba.
Qalarba,maa Qalkamıs	Ɓe mbıyııno, ɓe ŋgarat, Qalarba, maa Qalkamıs.
qon	Qon mbıyııno, qon ŋgarat, Qalarba, maa Qalkamıs.
Qalkamıs,maa Juma	Qon mbıyııno, qon ŋgarat, Qalkamıs, maa Juma.
mı	Mı wıyııno, mı qarat, Qalkamıs, maa Juma.
Juma,maa Sıbıtı	Mı wıyııno, mı qarat, Juma, maa Sıbıtı.
qo	Qo wıyııno, qo qarat, Juma, maa Sıbıtı.
Sıbıtı,maa Dımas	Qo wıyııno, qo qarat, Sıbıtı, maa Dımas.
ɓe	Ɓe mbıyııno, ɓe ŋgarat, Sıbıtı, maa Dımas.
Dımas,maa Teneŋ	Ɓe mbıyııno, ɓe ŋgarat, Dımas, maa Teneŋ.
qon	Qon mbıyııno, qon ŋgarat, Dımas, maa Teneŋ.
Teneŋ,maa Talata	Qon mbıyııno, qon ŋgarat, Teneŋ, maa Talata.
qo	Qo wıyııno, qo qarat, Teneŋ, maa Talata.

e) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı sıkkaanı, qo waaway qarde Qalarba.
yaa	Mı sıkkaanı, qo waaway yaade Qalarba.
ɓe	Mı sıkkaanı, ɓe mbaaway yaade Qalarba.
Talata	Mı sıkkaanı, ɓe mbaaway yaade Talata.
qar	Mı sıkkaanı, ɓe mbaaway qarde Talata.
meŋ	Mı sıkkaanı, meŋ mbaaway qarde Talata.
hande	Mı sıkkaanı, meŋ mbaaway qarde hande.
yaa	Mı sıkkaanı, meŋ mbaaway yaade hande.
qon	Mı sıkkaanı, qon mbaaway yaade hande.
ȷaŋgo	Mı sıkkaanı, qon mbaaway yaade ȷaŋgo.

	Mı sıkkaanı, qon mbaaway yaade ȷaŋgo.
lıgg	Mı sıkkaanı, qon mbaaway lıggaade ȷaŋgo.
qa	Mı sıkkaanı, qa waaway lıggaade ȷaŋgo.
Juma	Mı sıkkaanı, qa waaway lıggaade Juma.
qarde	Mı sıkkaanı, qa waaway qarde Juma.
qo	Mı sıkkaanı, qo waaway qarde Juma.
Qalarba	Mı sıkkaanı, qo waaway qarde Qalarba.

f) Sımple Substıtutıon Drıll

Cue	Pattern
	Ko waɗı, qa waawataa qarde?
qo	Ko waɗı, qo waawataa qarde?
qon	Ko waɗı, qon mbaawataa qarde?
ɓe	Ko waɗı, ɓe mbaawataa qarde?
meŋ	Ko waɗı, meŋ mbaawataa qarde?
qa	Ko waɗı, qa waawataa qarde?
kaŋko	Ko waɗı, kaŋko waawataa qarde?
kamɓe	Ko waɗı, kamɓe mbaawataa qarde?
qa	Ko waɗı, qa waawataa qarde?

g) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı waawataa ma, haalde ɗum.
qo	Qo waawataa ma, haalde ɗum.
mo	Qo waawataa mo, haalde ɗum.
ɓe	Ɓe mbaawataa mo, haalde ɗum.
kam	Ɓe mbaawataa kam, haalde ɗum.
qon	Qon mbaawataa kam, haalde ɗum.
mo	Qon mbaawataa mo, haalde ɗum.
mı	Mı waawataa mo, haalde ɗum.
ma	Mı waawataa ma, haalde ɗum.

h) Simple Substitution Drill

Cue	Pattern
	Soo qaraani Qalkamis, qo qaray Juma.
Juma/Sibiti	Soo qaraani Juma, qo qaray Sibiti.
Sibiti/Dimas	Soo qaraani Sibiti, qo qaray Dimas.
Dimas/Teneŋ	Soo qaraani Dimas, qo qaray Teneŋ.
Teneŋ/Talata	Soo qaraani Teneŋ, qo qaray Talata.
Talata/Qalarba	Soo qaraani Talata, qo qaray Qalarba.
Qalarba/Qalkamis	Soo qaraani Qalarba, qo qaray Qalkamis.
Qalkamis/Juma	Soo qaraani Qalkamis, qo qaray Juma.
hande/jaŋgo	Soo qaraani hande qo qaray jaŋgo.
jaŋgo/faɓɓi-jaŋgo	Soo qaraani jaŋgo qo qaray faɓɓi-jaŋgo.

12.2 Note: Imperfective Negatives

In 7.2 the negatives of active perfective forms were seen to have the suffixes /-aa/ + /-ni/ as in:

Qo sellaani. 'He is not well.'

In Units 8 - 12, the following negative sentences have occurred using other forms:

1.	Samba wiyii kam, debbomaa sellaa.	'Samba told me your wife is not well.'
2.	Qalaa ↑ mi qandaa, ko yimɓe jelu gaañi.	'No, I don't know how many people got hurt.'
3.	Mi qandaa, honto ñjahataa.	'I don't know where you are going.'
4.	Kono kodotor qo, waɗataa mo haytús.	'But the doctor will not do anything to her.'
5.	Min, komi mawɗo; mi waawataa liggaade.	'Me, I'm elderly, I can't work.'
6.	Ko waɗi, qo waawataa qarde?	'Why can't he come?'
7.	Mi waawataa ma, haalde ɗum.	'I can't tell you that.'
8.	Juma, min, mi wontaa ɗo.[1]	'Friday, me, I won't be here.'

These sentences illustrate two different negative forms. Sentences 1, 2 and 3 have the verbal base plus the negative suffix /-aa/. This is the simple imperfective negative form which is especially common with stative verbs. Sentences 4, 5,

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[1] Note that /wontaa/ lacks the /-a/ before the /t/. This is a contraction permissable with any verb in this imperfective negative form.

6, 7 and 8 display the suffix pattern /-ataa/, consisting of the active imperfective stem formative suffix /-a/ (see 4.7) plus the potential suffix /t/ plus the negative suffix /-aa/.

Note that the stative form of verbs employs a *Perfective* form of the verb in the Positive. The absence of an action is however, in a sense, a state, so that in the negative all verbs denote *states* rather than actions. In the negative there are two forms possible to denote the negation of a state. These are illustrated in the sentence above with the verb *sell*.

Qo sellaani.	'He is not well.'
...debbomaa sellaa.	'...your wife is not well.'

The first is a perfective, the second a simple imperfective form. The distinction, which is fairly subtle and may not always be present at all, is that the perfective negative denotes the absence of an action or state up to the present but makes no prediction about the continuation of that state, while the imperfective negative implies that the absence of action or state is continuing. Thus, with an 'action' verb.

qo yahaani	'He hasn't gone [yet].'
qo yahaa	'He didn't go [and the conditions for his going have passed, so his not going has continuing significance.]

Note that the *translation* of the simple imperfective negative is regularly with an English *past*. This should not be allowed to obscure the fact that this is an imperfective form, the rationale of which is a present (and continuing) absence of state or action. Note that in one interpretation, at least, a translation of 'He *is*n't going.' is appropriate for *qo yahaa* - namely: 'We've waited this long and now his not going has been established as permanent.'

Note, further, that when a non-performance is specified as being past in time (as 'yesterday') the preterit (with /-no/) is used:

Qo yahaano haŋki	'He didn't go yesterday.'

The 'skew' nature of the time-relation between positive and negative forms is further exemplified by the fact that all the imperfective forms of the positive:

Miɗo yaha.	'I'm going.'
Mi yahay.	'I'll go.'
Mi yahat.	'I'm going to go.'

are negated by the same potential-habitual negative form:

Mi yahataa.	'I'm not going.' 'I won't go.' 'I'm not going to go.'

implying that to the speaker of Fula all non-performance which is not complete is potentially continuous into the future.

Miɗo yaha.	'I'm going.'	Mi yáhataa.	'I'm not going.'
Mi yahay.	'I'll go'	Mi yáhataa.	'I'll not go.'
Mi yahat.	'I'm going to go.'	Mi yáhataa.	'I'm not going to go.'

Note that the stress pattern on the potential imperfective negative is on the root: mi yáhataa unless there is more to the phrase: mi yahatáa ɗum. In this characteristic this form is like the MV and PV potential forms: go líggoto, mi wíyete. This is an exception to the general stress rules of 3.6 and leads to the extension of those rules to include the statement that the stress of potential forms (in the absence of following objects or adverbs) remains on the base whether the potential suffixes contain one syllable: mi yáhat or two: mi yáhataa.

12.3 Grammar Drills on Negatives

a) Simple Substitution Drill

Cue	
	Mi waɗataa ɗum.
laar	Mi laarataa ɗum.
haal	Mi haalataa ɗum.
ñaam	Mi ñaamataa ɗum.
nab	Mi nabataa ɗum.
qadd	Mi qaddataa ɗum.
jaɓ	Mi jaɓataa ɗum.
qacc	Mi qaccataa ɗum.
taw	Mi tawataa ɗum.
waaw	Mi waawataa ɗum.
heɓ	Mi heɓataa ɗum.
jaŋg	Mi jaŋgataa ɗum.
qokk	Mi qokkataa ɗum.
yii	Mi yiyataa ɗum.
suus	Mi suusataa ɗum.
def	Mi defataa ɗum.
quddit	Mi qudditıtaa ɗum.
ɓur	Mi ɓurataa ɗum
nan	Mi nanataa ɗum.

b) Progressive Substitution Drill

Cue	Pattern
	Mi waawataa waɗde, ko kaalɗaa mo.
qo	Qo waawataa waɗde, ko kaalɗaa mo.
jaɓ	Qo jaɓataa waɗde, ko kaalɗaa mo.
qadd	Qo jaɓataa qaddude, ko kaalɗaa mo.
wii	Qo jaɓataa qaddude, ko mbiiɗaa mo.
kam	Qo jaɓataa qaddude, ko mbiiɗaa kam.
ɓe	Ɓe jaɓataa qaddude, ko mbiiɗaa kam.
suus	Ɓe cuusataa qaddude, ko mbiiɗaa kam.
nab	Ɓe cuusataa nabde, ko mbiiɗaa kam.
qokk	Ɓe cuusataa nabde, ko ŋgokkuɗaa kam.
Demba	Ɓe cuusataa nabde, ko ŋgokkuɗaa Demba.
meŋ	Meŋ cuusataa nabde, ko ŋgokkuɗaa Demba.
faal	Meŋ paalataa nabde, ko ŋgokkuɗaa Demba.
qacc	Meŋ paalataa qaccude, ko ŋgokkuɗaa Demba.
wii	Meŋ paalataa qaccude, ko mbiiɗaa Demba.
ɓe	Meŋ paalataa qaccude, ko mbiiɗaa ɓe.
mi	Mi faalataa qaccude, ko mbiiɗaa ɓe.
waaw	Mi waawata qaccude, ko mbiiɗaa ɓe.
waɗ	Mi waawata waɗde, ko mbiiɗaa ɓe.
haal	Mi waawata waɗde, ko kaalɗaa ɓe.
mo	Mi waawata waɗde, ko kaalɗaa mo.

c) Progressive Substitution Drill

Cue	Pattern
	Ko hoɗum waɗi, qa waawataa waɗde ɗum?
qo	Ko hoɗum waɗi, qo waawataa waɗde ɗum?
jaɓ	Ko hoɗum waɗi, qo jaɓataa waɗde ɗum?
nab	Ko hoɗum waɗi, qo jaɓataa nabde ɗum?
qon	Ko hoɗum waɗi, qon jaɓataa nabde ɗum?
suus	Ko hoɗum waɗi, qon cuusataa nabde ɗum?
qadd	Ko hoɗum waɗi, qon cuusataa qaddude ɗum?
ɓe	Ko hoɗum waɗi, ɓe cuusataa qaddude ɗum?
faal	Ko hoɗum waɗi, ɓe paalataa qaddude ɗum?
ñaam	Ko hoɗum waɗi, ɓe paalataa ñaamde ɗum?
meŋ	Ko hoɗum waɗi, meŋ paalataa ñaamde ɗum?
yiɗ	Ko hoɗum waɗi, meŋ ñjiɗataa ñaamde ɗum?
nan	Ko hoɗum waɗi, meŋ ñjiɗataa nande ɗum?
mi	Ko hoɗum waɗi, mi yiɗataa nande ɗum?
jaɓ	Ko hoɗum waɗi, mi jaɓataa nande ɗum?

	Ko hoɗum waɗı, mı ȷaɓataa nande ɗum?
nab	Ko hoɗum waɗı, mı ȷaɓataa nabde ɗum?
qa	Ko hoɗum waɗı, qa ȷaɓataa nabde ɗum?
waaw	Ko hoɗum waɗı, qa waawataa nabde ɗum?
waɗ	Ko hoɗum waɗı, qa waawataa waɗde ɗum?

d) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı waawataa haalde mo ɗum.
qo	Qo waawataa haalde mo ɗum.
suus	Qo suusataa haalde mo ɗum.
waɗ	Qo suusataa waɗde mo ɗum.
kam	Qo suusataa waɗde kam ɗum.
qa	Qa suusataa waɗde kam ɗum.
ȷaɓ	Qa ȷaɓataa waɗde kam ɗum.
qadd	Qa ȷaɓataa qaddude kam ɗum.
ɓe	Qa ȷaɓataa qaddude ɓe ɗum.
qon	Qon ȷaɓataa qaddude ɓe ɗum.
waaw	Qon mbaawataa qaddude ɓe ɗum.
def	Qon mbaawataa defde ɓe ɗum.
meŋ	Qon mbaawataa defde meŋ ɗum.
Demba	Demba waawataa defde meŋ ɗum.
ȷaɓ	Demba ȷaɓataa defde meŋ ɗum.
haal	Demba ȷaɓataa haalde meŋ ɗum.
ma	Demba ȷaɓataa haalde ma ɗum.
mı	Mı ȷaɓataa ȷaalde ma ɗum.
waaw	Mı waawataa haalde ma ɗum.
waɗ	Mı waawataa waɗde ma ɗum.
mo	Mı waawataa waɗde mo ɗum.

12.4 Note: Verbal Extensıon [-an] 'Benefactıve' or 'Applıcatıve'

Debbomakko haalanı kam kullemakko.	'Hıs wıfe told me about hım.'
Honɗum qo haalanı ma?	'What dıd she tell you?'
Haalanam kadı.	'Tell me agaın.'

So far ın our materıals thıs extensıon has occurred only on the verb haal. However, there are a large number of verbs ın Fula whıch occur regularly wıth thıs extensıon to ındıcate that the actıon ıs done for the benefıt of or on behalf of the person denoted by the ımmedıately followıng noun or pronoun object.

Dependıng on the partıcular verb, thıs form may precede what we would call an 'ındırect object': Qo haalanı kam ɗum. 'He told me that.'

or a 'third object' denoting the person on whose behalf the action was performed:

Qo wiyani kam ɓe ɗum. 'He said that to them for me.'

From comparison of these two examples it can be seen that a more literal translation of the first would be 'He related that for me.' and that the extension [-an] can always be construed as in some sense indicating the performance of the action *for* or *on behalf of* someone, even if the most 'normal' translation is with *to* rather than *for*.

With verbal bases having verbal extensions exhibiting a vowel other than /a/ (as *quddit*, for example) the vowel preceding /n/ tends to be the same as the preceding one (*qudditin-*).

12.5 Drills on [-an] Verbal Extension

a) Simple Substitution Drill

Cue	Pattern
	Qaddanam mo, deftereqam.
nab	Nabanam mo, deftereqam.
qokk	Qokkaram mo, deftereqam.[1]
ɗabb	Ɗabbanam mo, deftereqam.
laar	Laaranam mo, deftereqam.
quddit	Qudditinam mo, deftereqam.
qudd	Quddanam mo, deftereqam.
holl	Hollanam mo, deftereqam.
lamd	Lamdanam mo, deftereqam.
naat	Naatanam mo, deftereqam.
qadd	Qaddanam mo, deftereqam.

b) Simple Substitution Drill

Cue	Pattern
	Ko Demba, nabani kam ɗum.
qadd	Ko Demba, qaddani kam ɗum.
naat	Ko Demba, naatani kam ɗum.
waɗ	Ko Demba, waɗani kam ɗum.
quddit	Ko Demba, qudditani kam ɗum.

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[1] For some reason, not clear to the writers, the verb *qokk* occurs with /-r/ rather than /-n/ in this form. It is probable that historically this is a different verbal extension, but note that in the sentence:

Yalla qokkur ɓe jam. 'May God give them peace.'

where the [-r] extension occurs, the vowel preceding it is /-u/ not /-a/. Since the meaning of /-ar/ in /qokkaram/ is exactly parallel to that of /-an/ with the other verb roots, one has simply to note and memorize this exception.

	Ko Demba, qudditani kam ɗum.
qudd	Ko Demba, quddani kam ɗum.
ɗabb	Ko Demba, ɗabbani kam ɗum.
qacc	Ko Demba, qaccani kam ɗum.
haal	Ko Demba, haalani kam ɗum.
jaŋg	Ko Demba, jaŋgani kam ɗum.
heɓ	Ko Demba, heɓani kam ɗum.
yii	Ko Demba, yiyani kam ɗum.
def	Ko Demba, defani kam ɗum.
lamd	Ko Demba, lamdani kam ɗum.
ligg	Ko Demba, ligganі kam ɗum.

c) Progressive Substitution Drill

Cue	Pattern
	Qo heɓani kam, deftere nde na?
ɓe	Ɓe keɓani kam, deftere nde na?
mo	Ɓe keɓani mo, deftere nde na?
qa	Qa heɓani mo, deftere nde na?
kam	Qa heɓani kam, deftere nde na?
qon	Qon keɓani kam, deftere nde na?
meŋ	Qon keɓani meŋ, deftere nde na?
Demba	Demba heɓani meŋ, deftere nde na?
ɓe	Demba heɓani ɓe, deftere nde na?
kawmaa	Kawmaa heɓani ɓe, deftere nde na?
ma	Kawmaa heɓani ma, deftere nde na?
qo	Qo heɓani ma, deftere nde na?
kam	Qo heɓani kam, deftere nde na?

d) Progressive Substitution Drill

Cue	Pattern
	Qo qaddani kam, defteremakko.
ɓe	Ɓe ŋgaddani kam, defteremakko.
mo	Ɓe ŋgaddani mo, defteremakko.
lekki moɗɗyo	Ɓe ŋgaddani mo, lekki moɗɗyo.
meŋ	Meŋ ŋgaddani mo, lekki moɗɗyo.
qokk	Meŋ ŋgokkari mo, lekki moɗɗyo.
ɓe	Meŋ ŋgokkari ɓe, lekki moɗɗyo.
ŋgesaqam	Meŋ ŋgokkari ɓe, ŋgesaqam.
ɓe	Ɓe ŋgokkari ɓe, ŋgesaqam.
heɓ	Ɓe keɓani ɓe, ŋgesaqam.
ma	Ɓe keɓani ma, ŋgesaqam.

	Ɓe keɓani ma, ŋgesaqam.
dokotor qo	Ɓe keɓani ma, dokotor qo.
qen	Qen keɓani ma, dokotor qo.
holl	Qen kollani ma, dokotor qo.
mo	Qen kollani mo, dokotor qo.
ndiyam	Qen kollani mo, ndiyam.
qo	Qo hollani mo, ndiyam.
qadd	Qo qaddani mo, ndiyam.
kam	Qo qaddani kam, ndiyam.
defteremakko	Qo qaddani kam, defteremakko.

e) Progressive Substitution Drill

Cue	Pattern
	Hoɗum qo haalani qon?
ɓe	Hoɗum ɓe kaalani qon?
heɓ	Hoɗum ɓe keɓani qon?
mo	Hoɗum ɓe keɓani mo?
qon	Hoɗum qon keɓani mo?
qokk	Hoɗum qon ŋgokkari mo?
ɓe	Hoɗum qon ŋgokkari ɓe?
meŋ	Hoɗum meŋ ŋgokkari ɓe?
qudd	Hoɗum meŋ ŋguddani ɓe?
mo	Hoɗum meŋ ŋguddani mo?
qa	Hoɗum qa quddani mo?
heɓ	Hoɗum qa heɓani mo?
ɓe	Hoɗum qa heɓani ɓe?
qo	Hoɗum qo heɓani ɓe?
haal	Hoɗum qo haalani ɓe?
qon	Hoɗum qo haalani qon?

12.8 NARRATIVE

New words:	
qoññan/qo ñande	that day
sal	refuse
jaab	reply, answer
fow/fof	all

Yoro qe Koɗɗomakko

Yoro lamdi Jallo, he fii gorkomakko, qoññan. Non Jallo wiyi mo, 'Homɓo mbiyataa nii?' Yoro wiyi mo, 'Qoya gorkomaaɗa, qarno ɗo,Teneŋ yawtuɗo. Non Jallo wiyi mo, gorko qo wiyiino, qo qarayno Talata, maa Qalarba. Yoro kadi, wıyı Jallo, kaŋko sıkkaanı, gorko qo waaway qarde Qalarba. Nden Jallo lamdı mo, ko waɗı, qo waawata qarde, kono Yoro salı haalde mo haytus qe ɗum. Non kadı, Jallo wıyı Yoro, 'Sı gorko qo qaraanı Qalkamıs, qo qaray Juma.' Yoro ȷaabı mo, qo wıyı, kaŋko wontaa ton, qon ñande. Jallo lamdı mo, tuma qo qarata. Yoro wıyı mo, qo qaray Sıbıtı, maa Dımas. Jallo ȷaabı mo, 'Qawa, baasi qalaa hen, ñallen ȷam.' Qawa non, ɓe fow ñȷahı, to ɓe ñȷahata.

Translatıon (free)

Yoro asked Jallo about hıs man that day, so Jallo saıd to hım 'Who ın partıcular are you speakıng of?' Yoro saıd to hım 'That man of yours who came last Monday.' So Jallo told hım that the man had saıd he would come Tuesday or Wednesday. So Yoro told Jallo he dıdn't thınk the man would be able to come Wednesday. Then Jallo asked hım what would make hım be unable to come, but Yoro refused to tell hım anythıng about ıt. So then Jallo saıd to Yoro 'If the man doesn't come Thursday, he'll come Frıday.' Yoro answered hım that ('he saıd') he (Yoro) wouldn't be there that day. Jallo asked hım when he would come. Yoro told hım he'd come Saturday or Sunday. Jallo answered hım 'O.K., no matter, goodbye'. So then they all went where they were goıng.

Questıons for Dıscussıon

1. Ko fıı hoɗum, Yoro lamdıııno Jallo?
2. Hombo lamdı Jallo, he fıı gorkomakko?
3. Gorko Yoro qarııno Teneŋ yawtuɗo na, maa qo qaraano?
4. Hombo wıyııno, qo qarat Talata maa Qalarba.
5. Ko gorko Yoro wıyııno, qo qarat Talata, maa Qalarba na, maa ko gorko Jallo wıyııno ɗum?
6. Hombo wıyııno, qo wontaa ɗo Juma, ko Jallo na, maa ko Yoro?
7. Yoro qe Jallo, ɓe ɗıɗo, gooto qe maɓɓe wıyııno, sı gorkomakko qaraanı Qalkamıs, qo qaray Juma. Ko hombo haalı ɗum, ɓe ɗıɗo?
8. Ko hombo wıyııno, qo sıkkaanı gorko qo waaway qarde Qalarba?
9. Hombo qarııno ɗo, Teneŋ yawtuɗo? Ko gorko Yoro na, maa ko gorko Jallo?
10. Yoro qe Jallo, tuma ɓe gaynı haalaamaɓɓe, ko hoɗum ɓe mbaɗı kadı?
11. Tuma Yoro wıyı qo wontaa to maɓɓe Juma qo, qo haalııno Jallo tuma qo qarata na, maa qo haalaanı mo haytus?
12. Jallo qandııno na, to Yoro yaha to na, maa qo qandaa?

For ıtems 13 thru 17 the ınstructor should substıtute the names of the other days of the week ın the posıtıons underlıned. For example:

13. Sı hande ko Qalarba, ȷaŋgo ko hoɗum?
14. Sı haŋkı ko Teneŋ, hande ko hoɗum?
15. Sı heccıhankı ko Dımas, haŋkı ko hoɗum?
16. Sı ȷaŋgo ko Qalkamıs, faɓɓı-ȷaŋgo ko hoɗum?
17. Sı faɓɓı-ȷaŋgo ko Juma, faɓɓıtı-ȷaŋgo ko hoɗum?

UNIT 13

13.0 Dıalog: Lıvestock

	-Demba-	
nagge [ŋge] (naqı/naı)		cow
Mı nanı, qa heɓı naqı hewde.		I heard you have many cattle.
	-Samba-	
Qeeyı ↑ hombo haalanı ma ɗum?		Yes, who told you that?
	-Demba-	
Mı nanı ɗum, to nder saare nde.		I heard ıt ın the town.
	-Samba-	
buı		much, many, plenty
ŋgaarı [ndı] (gaı/gaqı)		bull
Qeeyı ↑ mı heɓı no buı. Qo wonı ŋgaarıqam.		Yes, I have many. Thıs one ıs my bull.
	-Demba-	
Qa yeyataa ndı na?		Won't you sell ıt?
	-Samba-	
Qalaa↑mı yeyataa ndı.		No, I am not sellıng ıt.
	-Demba-	
tam		hold, possess, have
Hoɗum kadı tamɗaa?		What else do you have?
	-Samba-	
mbeewa [mba] (beqı/beı)		goat
mbaalu [ŋgu] (baalı)		sheep
Mıɗo tamı beqı, qe baalı buı.		I have plenty of goats and sheep.
	-Samba(contınues)-	
pucu [ŋgu] (pucı)		horse
mbabba [mba] (babbı)		donkey
Ko ñȷıɗaa, pucu ↑ maa mbabba?		What do you want, horse or donkey?
	-Demba-	
ran		whıte (adȷectıval root)
rane (+ class suffıx)		whıte
Qaaa, mıɗo yıɗı pucu ranewu.		Ah, I want a whıte horse.
	-Samba-	
ȷog		have ın hand, have, possess
Mıɗo ȷogı, ɓe tato.		I have three of them.

-Demba-

weydu	be fine, nice, beautiful
Qawa ↑ mi yiɗí, ko ɓuri, weydude ɓe fof ↑	I want the nicest of them all. ('I want which exceeds to be fine them all'.)

-Samba-

Qawa ↑ baasi qala ↑	OK, no trouble.

13.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

Cue	Pattern
	Mi nani, qa heɓi nai hewde.
meŋ	Meŋ nani, qa heɓi nai hewde.
qon	Meŋ nani, qon heɓi nai hewde.
baali	Meŋ nani, qon keɓi baali hewde.
qo	Qo nani, qon keɓi baali hewde.
qa	Qo nani, qa heɓi baali hewde.
bei	Qo nani, qa heɓi bei hewde.
mi	Mi nani, qa heɓi bei hewde.
nai	Mi nani, qa heɓi nai hewde.

b) Progressive Substitution Drill

New words:

few	be in good shape
fewnu	fix, repair, arrange
sood	buy

Cue	Pattern
	Hombo haalani ma ɗum?
qadd	Hombo qaddani ma ɗum?
mo	Hombo qaddani mo ɗum?
nab	Hombo nabani mo ɗum?
ma	Hombo nabani ma ɗum?
fewn	Hombo fewnini ma ɗum?
ɓe	Hombo fewnini ɓe ɗum?
sooɗ	Hombo sooɗani ɓe ɗum?
mo	Hombo sooɗani mo ɗum?
haal	Hombo haalani mo ɗum?
ma	Hombo haalani ma ɗum?

c) Substıtutıon Response Drıll

Questıon	Cue	Response
Hombo haalanı ma ɗum?	qan	Ko qán, haalanı kam ɗum.
Hombo haalanı mo ɗum?	mın	Ko mín, haalanı mo ɗum.
Hombo haalanı ɓe ɗum?	qo	Ko qó, haalanı ɓe ɗum.
Hombo haalanı mo ɗum?	meŋ	Ko méŋ, kaalanı mo ɗum.
Hombo haalanı qonon ɗum?	qo	Ko qó, haalanı meŋ ɗum.
Hombo haalanı ɓe ɗum?	mın	Ko mín, haalanı ɓe ɗum.
Hombo haalanı mo ɗum?	mınen	Ko mınen, kaalanı mo ɗum.

d) Sımple Substıtutıon Drıll

New word:	Bantanto	Name of a town

Cue	Pattern
	Mı nanı ɗum, to nder saare nde.
birooqameŋ	Mı nanı ɗum, to nder birooqameŋ.
gallemakko	Mı nanı ɗum, to nder gallemakko.
kampama	Mı nanı ɗum, to nder kampama.
saare Bookarı	Mı nanı ɗum, to nder saare Bookarı.
Bantanto	Mı nanı ɗum, to nder Bantanto.
marse qo	Mı nanı ɗum, to nder marse qo.
yımɓe ɓe	Mı nanı ɗum, to nder yımɓe ɓe.
galle lamɗo qo	Mı nanı ɗum, to nder galle lamɗo qo.
suudu neenemaa	Mı nanı ɗum, to nder suudu neenemaa.
cuudımaɓɓe	Mı nanı ɗum, to nder cuudımaɓɓe.
galle soldarooɓe	Mı nanı ɗum, to nder galle soldarooɓe.
marsemoɗon	Mı nanı ɗum, to nder marsemoɗon.
saare nde	Mı nanı ɗum, to nder saare nde.

e) Progressıve Substıtutıon Drıll

Cue	Pattern
	Qa yeyataa ndı na?
qo	Qo yeyataa ndı na?
qadd	Qo qaddataa ndı na?
ɓe	Be ngaddataa ndı na?
sooɗ	Be cooɗataa ndı na?
qon	Qon cooɗataa ndı na?
yee	Qon ñjeyataa ndı na?
meŋ	Meŋ ñjeyataa ndı na?
nab	Meŋ nabataa ndı na?

	Meŋ nabataa ndi na?
qo	Qo nabataa ndi na?
holl	Qo hollataa ndi na?
ɓe	Ɓe kollaataa ndi na?
qacc	Ɓe ŋgaccataa ndi na?
qa	Qa qaccataa ndi na?
yey	Qa yeyataa ndi na?

f) Progressive Substitution Drill

Cue	Pattern
	Miɗo tami bei, qe baali bui.
(ɓe)	Ɓeɗo tami bei, qe baali bui.
jog	Ɓeɗo jogi bei, qe baali bui.
puci	Ɓeɗo jogi puci, qe baali bui.
babbi	Ɓeɗo jogi puci, qe babbi bui.
(qon)	Qoɗon jogi puci, qe babbi bui.
heɓ	Qoɗon keɓi puci, qe babbi bui.
nai	Qoɗon keɓi nai, qe babbi bui.
gertooɗe	Qoɗon keɓi nai, qe gertooɗe bui.
(meŋ)	Miɗen keɓi nai, qe gertooɗe bui.
jog	Miɗen jogi nai, qe gertooɗe bui.
puci	Miɗen jogi puci, qe gertooɗe bui.
babbi	Miɗen jogi puci, qe babbi bui.
(qo)	Qomo jogi puci, qe babbi bui.
tam	Qomo tami puci, qe babbi bui.
bei	Qomo tami bei, qe babbi bui.
baali	Qomo tami bei, qe baali bui.
(mi)	Miɗo tami bei, qe baali bui.

g) Random Substitution Drill

Cue	Pattern	
	Mi yiɗaa, bei qe baali.	Miɗo yiɗi, pucu ranewu.
ɓe	Ɓe ñjiɗaa, bei qe baali.	Ɓeɗo ñjiɗi, pucu ranewu.
gertooɗe	Ɓe ñjiɗaa, gertooɗe qe baali.	Ɓeɗo ñjiɗi, pucu ranewu.
dawaaɗi	Ɓe ñjiɗaa, gertooɗe qe dawaaɗi.	Ɓeɗo ñjiɗi, pucu ranewu.
meŋ	Meŋ ñjiɗaa, gertooɗe qe dawaaɗi.	Miɗen ñjiɗi, pucu ranewu.
faal	Meŋ paalaa, gertooɗe qe dawaaɗi.	Miɗen paali, pucu ranewu.
babbi	Meŋ paalaa, babbi qe dawaaɗi.	Miɗen paali, pucu ranewu.
baali	Meŋ paalaa, babbi qe baali.	Miɗen paali, pucu ranewu.
qo	Qo faalaa, babbi qe baali.	Qomo faali, pucu ranewu.
yiɗ	Qo yiɗaa, babbi qe baali.	Qomo yiɗi, pucu ranewu.

	Qo yiɗaa, babbi qe baali.	Qomo yiɗi, pucu ranewu.
gertoode	Qo yiɗaa, gertooɗe qe baali.	Qomo yiɗi, pucu ranewu.
dawadi	Qo yiɗaa, gertooɗe qe dawadi.	Qomo yiɗi, pucu ranewu.
mi	Mi yiɗaa, gertooɗe qe dawadi.	Miɗo yiɗi, pucu ranewu.
bei	Mi yiɗaa, bei qe dawadi.	Miɗo yiɗi, pucu ranewu.
baali	Mi yiɗaa, bei qe baali.	Miɗo yiɗi, pucu ranewu.
qa	Qa yiɗaa, bei qe baali.	Qaɗa yiɗi, pucu ranewu.

h) Response Drill (Choice question: Answer with the first item)

New words:				
	qullundu	[ndu]	(qulluuɗi)	cat
	mbaroodi	[ndi]	(barooɗi)	lion
	mboddi	[ndi]	(bolle)	snake
	fowru	[ndu]	(pobbi)	hyena

Cue	Response
Hoɗum ñjiɗɗaa, pucu↑ maa mbabba?	Miɗo yiɗi pucu.
Hoɗum qo yiɗi, mbabba↑ maa mbeewa?	Qomo yiɗi mbabba.
Hoɗum ɓe ñjiɗi, mbeewa↑ maa mbaalu?	Ɓeɗo ñjiɗi mbeewa.
Hoɗum ñjiɗɗon, mbaalu↑ maa rawandu?	Miɗen ñjiɗi mbaalu.
Hoɗum meŋ ñjiɗi, rawandu↑ maa gertogal?	Miɗen ñjiɗi rawandu.
Hoɗum ñjiɗɗaa, gertogal↑ maa qullundu?	Miɗo yiɗi gertogal.
Hoɗum qo yiɗi, qullundu↑ maa mboddi?	Qomo yiɗi qullundu.
Hoɗum ɓe ñjiɗi, mboddi↑ maa mbaroodi?	Ɓeɗo ñjiɗi mboddi.
Hoɗum ñjiɗɗon, mbaroodi↑ maa fowru?	Miɗen ñjiɗi mbaroodi.
Hoɗum ñjiɗɗaa, fowru↑ maa pucu?	Miɗo yiɗi fowru.
Hoɗum ñjiɗɗaa, pucu↑ maa mbabba?	Miɗo yiɗi pucu.

i) Repeat drill (1) answering with the second item in the choice.

13.2 Note: The Middle Voice

In 4.4 it was noted that Pula verbs may be inflected in three 'voices' - Active, Middle and Passive. In most notes and drills to date we have practiced active forms. In 11.2 some passive voice forms were noted.

The following examples of middle voice forms have occurred.

1. Min, komi mawɗo, mi waawataa liggaade. 'Me, I'm elderly; I can't work'.

2. Kaŋko kadi yiɗi liggaade. 'He, too, wants to work.'

Contrast the sentences with the active voice of the verb liggu:

3.	Qaɗa ligga haa jooni na?	'Are you working (up to) now?'
4.	Hombo wiyiino Cerno yoo lamda Jaawo si qomo ligga?	'Who told Cerno to ask Jaawo if he was working?'

The form liggáade in sentences 1 and 2 is the middle voice infinitive from the root ligg. The active infinitive is, of course, líggude. Middle voice infinitives are characterized by the suffix /-aa/ to the base preceding the /-de/ suffix of the infinitive.[1] The forms of the Middle Voice with the ligg are as follows:

	Positive	Negative
Infinitive	liggaade	
Perfective		
Simple	liggi	liggaaki
Emphatic	liggiima	
Preterit	ligginoma	
Stative	miɗo (etc.) liggi	
Relative	liggiɗaa (etc.)	
Preterit	ligginoɗaa (etc.)	
Imperfective		
Simple	liggo	
Potential/habitual	liggoto	liggotaako/liggataako
Preterit	liggotono	
Relative	liggotomi (etc.)	
Preterit	liggotonomi (etc.)	
Imperative singular	liggo	
plural	liggoɗee	
Injunctive	liggoɗaa (etc.)	

Note that the simple perfective middle voice is identical with the simple perfective of the active voice. When a distinctively middle voice form is required, the emphatic form is commonly used. Note that the negative forms parallel the passive negative forms (see 11.2).

The sense of the middle voice is basically that the subject performs the action upon himself (a 'reflexive' meaning) or for his own benefit. In most cases the English equivalent will be either a transitive verb with reflexive object ('He washed himself.'), the verb get with a participle ('He got [himself] shaved.') or an intransitive verb or phrase ('He sat down.'). In many cases, however, the middle voice form in Fula will occur with a direct object and the difference in 'meaning' between active and middle voice forms on the same base is not entirely predictible.

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[1] In this connection it should be noted that the passive infinitive has the suffix /-ee/ preceding /-de/. This form is relatively rare and has not appeared in these units.

For example:		
	waalde	'to spend the night'
	waalaade	'to lie down'
	hiirde/hiirtude	'spend the evening'
	hiirtaade	'eat the evening meal'

The meaning of the middle voice is basically that the subject of the verb form is personally concerned in the outcome of the action. This is to say that the action is done by the subject to himself (a 'reflexive' action) or is performed or instigated by the actor essentially for his own benefit. Thus a middle voice form sometimes has a direct object but never an indirect one, and does not occur with the applicative verbal extension [-an] 'for the benefit of' (see 12.4).

In the forms with long-form personal pronouns (the 'stative' and 'progressive' forms), the Middle and Active Voice forms of many verbs occur with slight meaning changes.

Compare: 1. Miɗo ligga. 'I'm working.' (I'm now in the very process.)

2. Miɗo liggo. 'I'm at work.'

Note that 2 is more like a stative in meaning. The concept is that I'm getting some work done, although I may not at the moment be actively working at something. This verb, an action verb, does not occur in the stative form. On the other hand, stative verbs often do not occur in M.V. Progressive forms.

Compare: 3. Miɗo leli. 'I'm resting.'

4. Miɗo lela. 'I'm [in the very act of] lying down.'

where *miɗo lelo does not occur.

For this reason, in the drills below, the A.V. Progressive is used rather than the (relatively uncommon) M.V. Progressive.

13.3 Drill on Middle Voice Verbs

a) Progressive Substitution Drill

Cue	Pattern	
	Ɓe leloto ɗo, jaŋgo.	'They will sleep here tomorrow.'
qa	Qa leloto ɗo, jaŋgo?	
ligg	Qa liggoto ɗo, jaŋgo?	
mi	Mi liggoto ɗo, jaŋgo.	
waal	Mi waaloto ɗo, jaŋgo.	
qo	Qo waaloto ɗo, jaŋgo.	
yar	Qo yaroto ɗo, jaŋgo.	'He will drink here tomorrow.'
qon	Qon ñjaroto ɗo, jaŋgo.	
ɗan	Qon ɗaanoto ɗo, jaŋgo.	'You will sleep here tomorrow.'
meŋ	Meŋ ɗaanoto ɗo, jaŋgo.	
yey	Meŋ ñjeyoto ɗo, jaŋgo.	'We will do business ('sell') here tomorrow.')
ɓe	Ɓe ñjeyoto ɗo, jaŋgo.	
lel	Ɓe leloto ɗo, jaŋgo.	

b) Progressive Substitution Drill

Cue	Pattern	
	Qo waaliima ton, haŋki.	'He lay there yesterday.'
ɓe	Ɓe mbaaliima ton, haŋki.	
lel	Ɓe leliima ton, haŋki.	
mi	Mi leliima ton, haŋki.	
ɗan	Mi ɗaaniima ton, haŋki.	
qa	Qa ɗaaniima ton, haŋki?	
yey	Qa yeyiima ton, haŋki?	
meŋ	Meŋ ñjeyiima ton, haŋki.	
ñaam	Meŋ ñaamiima ton, haŋki.	
qon	Qon ñaamiima ton, haŋki?	
ligg	Qon liggiima ton, haŋki?	
qo	Qo liggiima ton, haŋki.	
waal	Qo waaliima ton, haŋki.	

c) Progressive Substitution Drill

Cue	Pattern	
	Mi leloto haa jaŋgo.	'I will rest until tomorrow.'
ɓe	Ɓe leloto haa jaŋgo.	
waal	Ɓe mbaaloto haa jaŋgo.	
kiikiiɗe	Ɓe mbaaloto haa kiikiiɗe.	'They will lie down until evening.'
qo	Qo waaloto haa kiikiiɗe.	
ligg	Qo liggoto haa kiikiiɗe.	
hande	Qo liggoto haa hande.	
qon	Qon liggoto haa hande.	
ñaam	Qon ñaamoto haa hande.	
ñallooma	Qon ñaamoto haa ñallooma.	
meŋ	Meŋ ñaamoto haa ñallooma.	
yey	Meŋ ñjeyoto haa ñallooma.	
bimbi	Meŋ ñjeyoto haa bimbi.	
mi	Mi yeyoto haa bimbi.	
lel	Mi leloto haa bimbi.	
jaŋgo	Mi leloto haa jaŋgo.	

d) Progressive Substitution-Transformation Drill

(Active Progressive to Middle Voice Emphatic Perfective)

Cue	Pattern 1	Pattern 2
	Ɓeɗo ɗaana.	Ɓe ɗaaniima.
ñaam	Ɓeɗo ñaama.	Ɓe ñaamiima.
(qo)	Qomo ñaama.	Qo ñaamiima.
ligg	Qomo ligga.	Qo liggiima.
(qon)	Qoɗon ligga.	Qon liggiima.
yey	Qoɗon yeya.	Qon ñjeyiima.
(meŋ)	Miɗen yeya.	Meŋ ñjeyiima.
jaŋg	Miɗen jaŋga.	Meŋ jaŋgiima.
(qa)	Qaɗa jaŋga.	Qa jaŋgiima.
ɗaan	Qaɗa ɗaana.	Qa ɗaaniima.
(ɓe)	Ɓeɗo ɗaana.	Ɓe ɗaaniima.

e) Progressive Substitution-Transformation Drill

(Active Progressive to Middle Voice Potential/Habitual)

Cue	Pattern 1	Pattern 2
	Miɗo ñaama.	Mi ñaamoto.
(qo)	Qomo ñaama.	Qo ñaamoto.
yar	Qomo yara.	Qo yaroto.
(qa)	Qaɗa yara.	Qa yaroto.

	Qaɗa yara.	Qa yaroto.
yey	Qaɗa yeya.	Qa yeyoto.
(ɓe)	Ɓeɗo ñjeya.	Ɓe ñjeyoto.
ɗaan	Ɓeɗo ɗaana.	Ɓe ɗaanoto.
(meŋ)	Miɗen ɗaana.	Meŋ ɗaanoto.
naat	Miɗen naata.	Meŋ naatoto.
(qon)	Qoɗon naata.	Qon naatoto.
ligg	Qoɗon ligga.	Qon liggoto.
(qo)	Qomo ligga.	Qo liggoto.
qar	Qomo qara.	Qo qaroto.
(meŋ)	Miɗen ŋgara.	Meŋ ŋgaroto.
fad	Miɗen pada.	Meŋ padoto.
(mi)	Miɗo fada.	Mi fadoto.

f) Progressive Substitution-Transformation Drill.

(Middle Voice Potential/Habitual to Middle Voice Emphatic Perfective)

Cue	Pattern 1	Pattern 2
	Mi liggoto.	Mi liggiima.
ñaam	Mi ñaamoto.	Mi ñaamiima.
qo	Qo ñaamoto.	Qo yeyiima.
yey	Qo yeyoto.	Qo yeyiima.
ɓe	Ɓe ñjeyoto.	Ɓe ñjeyiima.
fad	Ɓe padoto.	Ɓe padiima.
qa	Qa fadoto.	Qa fadiima.
ɗaan	Qa ɗaanoto.	Qa ɗaaniima.
qon	Qon ɗaanoto.	Qon ɗaaniima.
naat	Qon naatoto.	Qon naatiima.
meŋ	Meŋ naatoto.	Meŋ naatiima.
waal	Meŋ mbaaloto.	Meŋ mbaaliima.
mi	Mi waaloto.	Mi waaliima.
ligg	Mi liggoto.	Mi liggiima.

13.4 Note: The Verbal Extension [-oy] 'Displacive'.

Miɗo laaroya gaynaakoqam.	'I'm going to look for my shepherd.'

This verbal extension [-oy] adds the element of meaning 'to go and do...' as contrasted to the simple meaning of doing the action expressed by the verb. It can occur with most verbs (see the drills in 13.5 below for examples). With certain stative verbs referring to bodily states, such as lel 'lie down', this form is more common in the progressive than is the root without it.

For example: *Miɗo lela* 'I'm in the process of reclining.' represents a rather rare situation while: *Miɗo leloya* 'I'm going to lie down.' is relatively common.

It must be borne in mind that the 'going to' of translations above is intended to translate an actual motion toward the place of the performance of the action and is not to be confused with the English 'going to' (or 'gonna') future phrase.

Contrast:	Miɗo laaroya gaynaakoqam.	'I am [now] going to look for my shepherd.'
	Mi laarat gaynaakoqam.	'I'm going to look for my shepherd (in future).'

13.5 Drills on Extension [-oy]:

a) Progressive Substitution Drill

Cue	Pattern
	Miɗo laaroya, gaynaakoqam.
(qo)	Qomo *laar*oya, gaynaakoqam.
haal	Qomo haaloya, *gaynaakoqam*.
debbomum	*Qomo* haaloya, debbomum.
(ɓe)	Ɓeɗo *haal*oya, debbomum.
ɗabb	Ɓeɗo ɗabboya, *debbomum*.
neenenakko	*Ɓeɗo* ɗabboya, neenenakko.
(meŋ)	Miɗen *ɗabb*oya, neenenakko.
taw	Miɗen tawoya, *neenenakko*.
yimɓeqameŋ	*Miɗen* tawoya, yimɓeqameŋ.
(qon)	Qoɗon *taw*oya, yimɓeqameŋ.
ɗabb	Qoɗon ɗabboya, *yimɓeqameŋ*.
deftemon	*Qoɗon* ɗabboya, deftemon.
(qa)	Qaɗa *ɗabb*oya, deftemon.
qadd	Qaɗa qaddoya, *deftemon*.
gaynaakoqam	*Qaɗa* qaddoya, qaynaakoqam.
(mi)	Miɗo *qadd*oya, gaynaakoqam.
laar	Miɗo laaroya, gaynaakoqam.

b) Progressive Substitution Drill

Cue	Pattern
	Mi qaddoyi defteremaa.
qo	Qo *qadd*oyi defteremaa.
nab	Qo naboyi *defterem*aa.
ɓiɗɗo	Qo naboyi ɓiɗɗo*maa*.
-qam	*Qo* naboyi ɓiɗɗoqam.
ɓe	Ɓe *nab*oyi ɓiɗɗoqam.
laar	Ɓe ndaaroyi *ɓiɗɗo*qam.

	Ɓe ndaaroyı ɓiɗɗoqan.
neene	Ɓe ndaaroyı neeneqan.
-maɓɓe	Ɓe ndaaroyı neenemaɓɓe.
meŋ	Meŋ ndaaroyı neenemaɓɓe.
ɗabb	Meŋ ɗabboyı neenemaɓɓe.
yınɓe	Meŋ ɗabboyı yınɓemaɓɓe.
-makko	Meŋ ɗabboyı yınɓemakko.
qon	Qon ɗabboyı yınɓemakko.
taw	Qon tawoyı yınɓemakko.
debbo	Qon tawoyı debbomakko.
-maa	Qon tawoyı debbomaa.
mı	Mı tawoyı debbomaa.
qadd	Mı qaddoyı debbomaa.
deftere	Mı qaddoyı defteremaa.

c) Progressive Substitution-Transformation Drill

(Extended Base [Progressive] to root [stative])

Cue	Pattern 1	Pattern 2
	Miɗo leloya.	Miɗo lelı.
(qa)	Qaɗa leloya.	Qaɗa lelı.
waa	Qaɗa waaloya.	Qaɗa waalı.
(qo)	Qomo waaloya.	Qomo waalı.
ɗaan	Qomo ɗaanoya.	Qomo ɗaanı.
(ɓe)	Ɓeɗo ɗaanoya.	Ɓeɗo ɗaanı.
jog	Ɓeɗo jogoya.	Ɓeɗo jogı.
(qon)	Qoɗon jogoya.	Qoɗon jogı.
tan	Qoɗon tanoya.	Qoɗon tanı.
(meŋ)	Miɗen tanoya.	Miɗen tanı.
lel	Miɗen leloya.	Miɗen lelı.
(mı)	Miɗo leloya.	Miɗo lelı.

d) Progressive Substitution-Transformation Drill

(Extended Base [Progressive] to root [stative])

Cue	Pattern	
	Miɗo leloya.	Mı lelı.
(qo)	Qomo leloya.	Qo lelı.
qadd	Qomo qaddoya.	Qo qaddı.
(qa)	Qaɗa qaddoya.	Qa qaddı.
ɗabb	Qaɗa ɗabboya.	Qa ɗabbı.
(ɓe)	Ɓeɗo ɗabboya.	Ɓe ɗabbı.

	Bedo dabboya.	Be dabbi.
daan	Bedo daanoya.	Be daani.
(qon)	Qodon daanoya.	Qon daani.
fall	Qodon falloya.	Qon falli.
(meq)	Miden falloya.	Meq falli.
hiir	Miden hiiroya.	Meq hiiri.
(mi)	Mido hiiroya.	Mi hiiri.
lel	Mido leloya.	Mi leli.

e) Simple Substitution Drill

Cue	Pattern
	Tuma baaloytaa dum?
qadd	Tuma ngaddoytaa dum?
faan	Tuma faanoytaa dum?
sood	Tuma coodoytaa dum?
qand	Tuma ngandoytaa dum?
hab	Tuma kaboytaa dum?
yab	Tuma jaboytaa dum?
yid	Tuma njidoytaa dum?
wad	Tuma mbadoytaa dum?
suur	Tuma cuuroytaa dum?
qudd	Tuma nguddoytaa dum?
ligg	Tuma liggoytaa dum?
baal	Tuma baaloytaa dum?

f) Simple Substitution Drill

Cue	Pattern
	Honto baaloytaa dum?
dabb	Honto dabboytaa dum?
wad	Honto mbadoytaa dum?
ligg	Honto liggoytaa dum?
yii	Honto njiiroytaa dum?
wii	Honto mbiiroytaa dum?
yid	Honto njidoytaa dum?
nab	Honto naboytaa dum?
hab	Honto kaboytaa dum?
faan	Honto faanoytaa dum?
nan	Honto nanoytaa dum?
yar	Honto njaroytaa dum?

g) Simple Substitution Drill

Cue	Pattern
	Hombo ñjaroytaa ɗum?
ɗabb	Hombo ɗabboytaa ɗum?
waɗ	Hombo mbaɗoytaa ɗum?
rem	Hombo demoytaa ɗum?
def	Hombo defoytaa ɗum?
nab	Hombo naboytaa ɗum?
sooɗ	Hombo cooɗoytaa ɗum?
fewn	Hombo pewnoytaa ɗum?
yar	Hombo ñjaroytaa ɗum?
ñaam	Hombo ñaamoytaa ɗum?
qokk	Hombo ngokkoytaa ɗum?
haal	Hombo kaaloytaa ɗum?
ligg	Hombo liggoytaa ɗum?
qaso	Hombo ngasooytaa ɗum?
saat	Hombo caatoytaa ɗum?
wii	Hombo mbiyoytaa ɗum?
yii	Hombo ñjiyoytaa ɗum?
fad	Hombo padoytaa ɗum?
yay	Hombo ñjayoytaa ɗum?

h) Progressive Substitution-Transformation Drill (Progressive to Potential)

Cue	Pattern 1	Pattern 2
	Mido laaroya gaynaakoqaa.	Mi laaroyat gaynaakoqaa.
(qo)	Qomo laaroya gaynaakoqaa.	Qo laaroyat gaynaakoqaa.
haal	Qomo haaloya gaynaakoqaa.	Qo haaloyat gaynaakoqaa.
dabbooma	Qomo haaloya dabbooma.	Qo haaloyat dabbooma.
(ɓe)	Ɓeɗe haaloya dabbooma.	Ɓe haaloyat dabbooma.
ɗabb	Ɓeɗe ɗabboya dabbooma.	Ɓe ɗabboyat dabbooma.
[illegible]	Ɓeɗe ɗabboya [illegible].	Ɓe ɗabboyat [illegible].
(meŋ)	Meɗen ɗabboya [illegible].	Meŋ ɗabboyat [illegible].
tew	Meɗen tewoya [illegible].	Meŋ tewoyat [illegible].
[illegible]	Meɗen tewoya [illegible].	Meŋ tewoyat [illegible].
(qon)	Qoɗon tewoya [illegible]?	Qon tewoyat [illegible]?
ɗabb	Qoɗon ɗabboya [illegible]?	Qon ɗabboyat [illegible]?
daftaaroo	Qoɗon ɗabboya daftaaroo?	Qon ɗabboyat daftaaroo?
(qa)	Qaɗa ɗabboya daftaaroo?	Qa ɗabboyat daftaaroo?
qadd	Qaɗa qaddoya daftaaroo?	Qa qaddoyat daftaaroo?
gaynaakoqaa	Qaɗa qaddoya gaynaakoqaa?	Qa qaddoyat gaynaakoqaa?
(mi)	Mido qaddoya gaynaakoqaa.	Mi qaddoyat gaynaakoqaa.
laar	Mido laaroya gaynaakoqaa.	Mi laaroyat gaynaakoqaa.

i) Random Substitution Drill

Cue	Pattern
	Tuma dabboytan daftaregant
(gen)	Tuma dabboyton daftaregant
ggarinafan	Tuma dabboyton ggarinafant
honto	Honto dabboyton ggarinafant
yey	Honto fjeyeyton ggarinafant
neqinakko	Honto fjeyeyton neqinakkot
tuma	Tuma fjeyeyton neqinakkot
(gen)	Tuma fjeyeytan neqinakkot
babbinakko	Tuma fjeyeytan babbinakkot
honto	Honto fjeyeytan babbinakkot
(gana)	Honto ggareoytan babbinakkot
geqinon	Honto ggareoytan geqinont
honto	Honto ggareoytan geqinont
(gen)	Honto ggareoyton geqinont
fiddeqaney	Honto ggareoyton fiddeqaneyt
tuma	Tuma ggareoyton fiddeqaneyt
taw	Tuma tawoyton fiddeqaneyt
yunfoonakko	Tuma tawoyton yunfoonakkot
honto	Honto tawoyton yunfoonakkot
(gen)	Honto tawoyton yunfoonakkot
eniaofo fa	Honto tawoyton eniaofo fat
tuma	Tuma tawoyton eniaofo fat
laar	Tuma nilaaroyton eniaofo fat
daffoonakko	Tuma nilaaroyton daffoonakkot
honto	Honto nilaaroyton daffoonakkot
ped	Honto pedoyton daffoonakkot
fiddfoona	Honto pedoyton fiddfoonat
tuma	Tuma pedoyton fiddfoonat
(gen)	Tuma pedoyton fiddfoonat
genyaako go	Tuma pedoyton genyaako got
honto	Honto pedoyton genyaako got
dabb	Honto dabboyton genyaako got
daftarega	Honto dabboyton daftaregant
tuma	Tuma dabboyton daftaregant
(ge)	Tuma dabboytan daftaregant

13.8 NARRATIVE

New words.

jom [Ø1]/joɓiraawo	[ɗo]	(joɓiraaɓe)	master, owner
jawdi	[ndi]	(jawle)	goods, riches, cattle, possessions
mar			keep, raise, hold, domesticate
yeewtu			chat, converse
goonga	[ŋa]	(goongaaji)	truth, reality
ndeen			then

Koɗɗo Samba

Samba ko jom jawdi, gomo mari[1] naagi teemɗe ɗe baali ɗe be'i. Ñannde goɗɗo koɗɗoomaako, wiyeteeɗo Demba, ari to makko. [illegible]

13.9 Questions for Discussion

1. Samba jogi naagi teemɗe naa?
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]
11. [illegible]
12. [illegible]
13. [illegible]
14. [illegible]
15. [illegible]
16. [illegible]

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[1] Note that, to date, at least four verbs have occurred which deal with possession:

heɓ	'have, obtain'
tam	'possess, hold, have'
jog	'be in possession of, have on hand'
mar	'keep, hold, domesticate, husband'

The distinction here is that heɓ emphasizes the securing or obtaining and hence the having secured or possessing of something while the other three stress some other aspect of possession: tam emphasizes the holding and has as one of its meanings 'to close the hand about', jog emphasizes the sense of having on hand and available, of being in possession of at the moment, and mar, used especially of animals, carries a sense of raising, being responsible for, keeping (as to keep a pet) and has as one of its meanings 'domesticate'.

UNIT 14

14.0 Dialogue: At The Market

-Brown-	
maaro [ko]/maaroori [ndi] (maaroo.ji)	rice
[illegible] maaro [illegible]	[illegible], do you have rice?
-[illegible]-	
[illegible] maaro. [illegible]	Yes, we have rice. How much do you want?
-Brown-	
[illegible]	bowl
[illegible]	I want one bowl, that's how much.
-[illegible]-	
coggu [ngu] [illegible]	price
[illegible]	shilling
[illegible]	threepence (three penny bit)
Coggu [illegible]	The price is one shilling and threepence.
-Brown-	
[illegible]	What else have you?
-[illegible]-	
[illegible]	cassava
[illegible]	I have cassava, do you want (some)?
-Brown-	
kosam [dam] ( )	sour milk
lacciri [ndi] ( )	steamed millet
[illegible] kosam [illegible] lacciri.	No, but I want sour milk and steamed millet.
-[illegible]-	
[illegible] [dam] ( )	milk (fresh)
[illegible] kosam, [illegible]	I have no sour milk but I have fresh milk.
-Brown-	
[illegible]	OK. I want milk.
-[illegible]-	
[illegible]	bottle
[illegible]	How many bottles do you want?

-Brown-

ɗıɗı [ɗı]	two (no singular)
yon	be enough, sufficient
Ɗıɗı yonı.	Two is enough.

-Jaawo-

Hoɗum ñjıɗɗaa kadı?	What else you want?

-Brown-

Haytus ↑ qa jaraama.	Nothing, thank you.

-Jaawo-

Jaawuur↑	You are welcome.

14.1 Variation Drills on Basic Sentences

a) Progressive Substitution-Response Drill (Reply in the affirmative)

New words:

lamɗam	[ɗam]/lamkal [kal]	(lamkon[kon])	salt
maafe	[nde]	( )	sauce
hııranda	[nde]	(kııraaɗe)	dinner
lıŋgu	[ŋgu]	(lıɗɗı)	fish
tamate	[ø]	(tamateejı)	tomato
kappere	[nde]	(kappe)	yam

Cue	Question Pattern	Answer Pattern
	Qon keɓı maaro na?	Qeeyı↑ ɱeŋ keɓı maaro.
qo	Qo heɓı maaro na?	Qeeyı↑ qo heɓı maaro.
tamatı	Qo heɓı tamate na?	Qeeyı↑ qo heɓı tamate.
ɓe	Ɓe keɓı tamate na?	Qeeyı↑ ɓe keɓı tamate.
laccırı	Ɓe keɓı laccırı na?	Qeeyı↑ ɓe keɓı laccırı.
meŋ	Meŋ keɓı laccırı na?	Qeeyı↑ meŋ keɓı laccırı.
lamɗam	Meŋ keɓı lamɗam na?	Qeeyı↑ meŋ keɓı lamɗam.
qa	Qa heɓı lamɗam na?	Qeeyı↑ mı heɓı lamɗam.
maafe	Qa heɓı maafe na?	Qeeyı↑ mı heɓı maafe.
qon	Qon keɓı maafe na?	Qeeyı↑ meŋ heɓı maafe
hııranda	Qon keɓı hııranda na?	Qeeyı↑ meŋ keɓı hııranda.
ɓe	Ɓe keɓı hııranda na?	Qeeyı↑ ɓe keɓı hııranda.
lıɗɗı	Ɓe keɓı lıɗɗı na?	Qeeyı↑ ɓe keɓı lıɗɗı.
meŋ	Meŋ keɓı lıɗɗı na?	Qeeyı↑ meŋ keɓı lıɗɗı.
kappe	Meŋ keɓı kappe na?	Qeeyı↑ meŋ keɓı kappe.
qon	Qon keɓı kappe na?	Qeeyı↑ meŋ keɓı kappe.
bantara	Qon keɓı bantara na?	Qeeyı↑ meŋ keɓı bantara.
maaro	Qon keɓı maaro na?	Qeeyı↑ meŋ keɓı maaro.

b) Simple Substitution Drill

New words:	nayi	four

Cue	Pattern
	Mi faali boolwol gootol.
ɗiɗi	Mi faali booliiji ɗiɗi.
tati	Mi faali booliiji tati.
nayi	Mi faali booliiji nayi.
jowi	Mi faali booliiji jowi.

c) Simple Substitution Drill

New words:

genewala	[ø]	(genewalaaji)	two shilling piece
mbuuɗu	[ndu]	(buuɗi)	five shilling piece

Cue	Pattern
	Coggu qo ko taransu qe ñataa.
genewala	Coggu qo ko genewala qe ñataa.
taransuuji tati	Coggu qo ko taransuuji tati qe ñataa.
mbuudu qe taransu	Coggu qo ko mbuuɗu qe taransu qe ñataa.

d) Simple Substitution Drill

Cue	Pattern
	Ɗiɗi yoni?
tati	Tati yoni?
nayi	Nayi yoni?
jowi	Jowi yoni?
gooto	Gooto yoni?
sappo	Sappo yoni?
nogas	Nogas yoni?

e) Progressive Substitution Drill

Cue	Pattern
	Mi heɓaani kosam, kono mi heɓi keɗam.
qo	Qo heɓaani kosam, kono qo heɓi keɗam.
maaro	Qo heɓaani maaro, kono qo heɓi keɗam.
ɓe	Ɓe keɓaani maaro, kono ɓe heɓi keɗam.
tamate	Ɓe keɓaani tamate, kono ɓe keɓi keɗam.

	Ɓe keɓaanı tamate, kono ɓe keɓı keɗam.
meŋ	Meŋ keɓaanı tamate, kono meŋ keɓı keɗam.
laccırı	Meŋ keɓaanı laccırı, kono meŋ keɓı keɗam.
qon	Qon keɓaanı laccırı, kono qon keɓı keɗam.
lıɗɗı	Qon keɓaanı lıɗɗı, kono qon keɓı keɗam.
qo	Qo heɓaanı lıɗɗı, kono qo heɓı keɗam.
lamɗam	Qo heɓaanı lamɗam, kono qo heɓı keɗam.
mı	Mı heɓaanı lamɗam, kono mı heɓı kaɗam.

f) Sımple Substıtutıon Drıll

Cue	Pattern
	Hoɗum kadı tamɗaa?
ȷog	Hoɗum kadı ȷogɗaa?
faal	Hoɗum kadı paalɗaa?
qadd	Hoɗum kadı ŋgadduɗaa?
yıı	Hoɗum kadı ñȷııɗaa?
sooɗ	Hoɗum kadı cooɗɗaa?
yey	Hoɗum kadı ñȷeyɗaa?
wıı	Hoɗum kadı mbııɗaa?
haal	Hoɗum kadı kaalɗaa?
nan	Hoɗum kadı nanɗaa?
ñaam	Hoɗum kadı ñaamɗaa?
qokk	Hoɗum kadı ŋgokkuɗaa?
yar	Hoɗum kadı ñȷarɗaa?
nab	Hoɗum kadı nabɗaa?
waɗ	Hoɗum kadı mbaɗɗaa?
ȷaŋg	Hoɗum kadı ȷaŋguɗaa?

g) Sımple Substıtutıon Drıll

Cue	
	Honto kadı ñȷaaɗaa?
ñaam	Honto kadı ñaamɗaa?
yar	Honto kadı ñȷarɗaa?
yıı	Honto kadı ñȷııɗaa?
waal	Honto kadı mbaalɗaa?
ñall	Honto kadı ñalluɗaa?
hıır	Honto kadı kııruɗaa?
lel	Honto kadı lelɗaa?
yey	Honto kadı ñȷeyɗaa?
naat	Honto kadı naatɗaa?

h) Simple Substitution Drill

Cue	Pattern
	Hombo kadi ñjiiɗaa?
wii	Hombo kadi mbiiɗaa?
nab-	Hombo kadi nabɗaa?
haal	Hombo kadi kaalɗaa?
taw-	Hombo kadi tawɗaa?
salmin-	Hombo kadi calminɗaa?
lamd-	Hombo kadi lamduɗaa?
qadd	Hombo kadi ŋgadduɗaa?
heɓ-	Hombo kadi keɓɗaa?
sikk	Hombo kadi cikkuɗaa?
nan	Hombo kadi nanɗaa?

14.2 Note: Noun Classes (II)

In 7.4 examples were presented of fourteen classes of nouns in addition to borrowed words with no singular class suffix. Since then many more nouns have occurred including further examples of most of those fourteen classes and furnishing examples of four additional singular classes plus the one remaining plural class, or a total to date of nineteen classes.

Additional examples of classes previously discussed in addition to many examples of the [Ø] class, the [qo] class and the [ɓe], [ɗi] and [ɗe] plural classes:

	Singular	Plural
[nde] class: (plural in [ɗe] class)	hinere	kine
	maafe	----
	hiirande	kiiraaɗe
	kappere	kappe
[ndu] class: (plural in [ɗi] class)	reedu	deedi
	feddandu	peddaali
	suudu	cuuɗi
	woyndu	boyli
	talkuru	talki
	qullundu	qulluuɗi
	fowru	pobbi
	rawandu	dawaaɗi
[ŋgo] class: (no new examples)		
[ŋgal] class: (plural in [ɗe] class)	gertogal	gertooɗe
[ki] class: (no new examples)		

Class	Note		
[ka] class:	(plural in [ɗe] class)	laana	laade
[ɗam] class:	(no plural, usually)	kosam	-----
		keɗam	-----
		lamɗam	(see also lamkal below)
[mba] class:		mbeewa	beqi
[ŋgu] class:	(plural in [ɗi] class)	coggu	coggi
		liŋgu	liɗɗi
		mbuuɗu	buuɗi

New Classes: Do not cause initial consonant alternation:

Class	Plural class / Grades	Singular	Plural
1. [ko] class:	(plural in [ɗe] class)		
Grades:	-o, -ho, -ko, -ko.	hunuko	kunuɗe
		maaro	(maaroojі) (see also maarori below)

Cause alternation but not nazalization:

Class	Plural class / Grades	Singular	Plural
2. [ŋgol] class:	(plural in [ɗi] class)		
Grades:	-ol, -wol, -gol, -ŋgol	laawol	laabi
		boolwol	(booliiji)
3. [kal] class:	(plural in [kon] class)		
Grades:	-al, -hal, -kal, -kal	lamkal	lamkon

Cause alternation and prenasalization:

Class	Plural class / Grades	Singular	Plural
4. [ndi] class:	(plural in [ɗi] or [ɗe] class)		
Grades:	(-i), -ri, -di, -ndi	mbomri	bomi
		mbaroodi	barooɗi
		mboddi	bolle
		lacciri	-----
		maarori	maarooji
5. [kon] plural class:		lamkal	lamkon

While no generalization is possible which will enable the student to remember exactly which classes cause alternation and prenasalization note that:

1. All class suffixes which are consonant-final cause some change.
2. All class suffixes ending in /l/ cause alternation but not pre-nasalization. (e.g. [ŋgal], [ŋgol], [kal])

3. All class suffixes ending in nasals cause pre-nasalization.
   (eg. [ɗam], [kon])
4. All class suffixes ending in /i/ cause some alternation.
   (eg. [ki], [ɗi], [ndi])
5. All class suffixes ending in /e/ (except the plural /ɗe/) do not cause any alternation. (eg. [nde], [ɓe])[1]

It is also difficult to assign to particular classes an element of meaning-semantic similarity among the words belonging to the class. We do note however, that (with various exceptions):

1. All nouns referring to persons belong to the [qo] or [ø] ('zero') classes in the singular and [ɓe] class in the plural.
2. Animals of the carnivorous kinds are generally in the [ndu] class. But note mbaroodi 'lion' of the [ndi] class (from war 'kill').
3. Larger herbivorous animals are generally in the [mba] class, but note mballu 'sheep' in the [ŋgu] class, contrasting with mbeewa 'goat' in the [mba] class.
4. Plants, herbs and trees are generally in the [ki] class.
5. Liquids are generally in the [ɗam] class.
6. The [ŋgal] and [ŋgel] classes (the latter not yet examplified), in addition to containing a conglomeration of nouns, are employed to show augmentative and diminutive meaning respectively: cf. ɓiŋgel 'small offspring' or cuukayel 'small child', mawŋgal 'big one'.

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[1] These generalizations hold true also for the several classes of which no examples have yet occurred, with the exception of the [ɗum] class which causes alternation but not prenasalization and which is a special case on other grounds as well, since no nouns occur in this class except those derived from verbs of quality etc. where the suffixation of [ɗum] means 'thing possessing this quality, item used to perform this act', and the like.

14.3 Grammar Drills on Noun Classes

a) Simple Substitution Drill

Cue	Pattern
	Mi tawi mbaalu ŋgu, to ŋgesa mba.
gertooɗe ɗe	Mi tawi gertooɗe ɗe, to ŋgesa mba.
pucu ŋgu	Mi tawi pucu ŋgu, to ŋgesa mba.
dawaaɗi ɗi	Mi tawi dawaaɗi ɗi, to ŋgesa mba.
mbeewa mba	Mi tawi mbeewa mba, to ŋgesa mba.
rawandu ndu	Mi tawi rawandu ndu, to ŋgesa mba.
puci ɗi	Mi tawi puci ɗi, to ŋgesa mba.
gertogal ŋgal	Mi tawi gertogal ŋgal, to ŋgesa mba.
ŋgaari ndi	Mi tawi ŋgaari ndi, to ŋgesa mba.
gaqi ɗi	Mi tawi gaqi ɗi, to ŋgesa mba.
balli ɗi	Mi tawi balli ɗi, to ŋgesa mba.
yimɓe ɓe	Mi tawi yimɓe ɓe, to ŋgesa mba.
gaynaako qo	Mi tawi gaynaako qo, to ŋgesa mba.
qaynaaɓe ɓe	Mi tawi qaynaaɓe ɓe, to ŋgesa mba.
mboddi ndi	Mi tawi mboddi ndi, to ŋgesa mba.
bolle ɗe	Mi tawi bolle ɗe, to ŋgesa mba.
mbaroodi ndi	Mi tawi mbaroodi ndi, to ŋgesa mba.
barooɗi ɗi	Mi tawi barooɗi ɗi, to ŋgesa mba.
talkuru ndu	Mi tawi mbaalu ŋgu, to ŋgesa mba.
mbaalu ŋgu	Mi tawi mbaalu ŋgu, to ŋgesa mba.

b) Progressive Substitution Drill

Cue	Pattern
	Mi tawi mbaalu ŋgu, to ŋgesa mba.
qo	Qo tawi mbaalu ŋgu, to ŋgesa mba.
gertooɗe ɗe	Qo tawi gertooɗe ɗe, to ŋgesa mba.
ɓe	Ɓe tawi gertooɗe ɗe, to ŋgesa mba.
pucu ŋgu	Ɓe tawi pucu ŋgu, to ŋgesa mba.
qon	Qon tawi pucu ŋgu, to ŋgesa mba?
dawaaɗi ɗi	Qon tawi dawaaɗi ɗi, to ŋgesa mba?
meŋ	Meŋ tawi dawaaɗi ɗi, to ŋgesa mba?
mbeewa mba	Meŋ tawi mbeewa mba, to ŋgesa mba.
qen	Qen tawi mbeewa mba, to ŋgesa mba.
gaqi	Qen tawi gaqi ɗi, to ŋgesa mba.
qo	Qo tawi gaqi ɗi, to ŋgesa mba.
mbaalu ŋgu	Qo tawi mbaalu ŋgu, to ŋgesa mba.
mi	Mi tawi mbaalu ŋgu, to ŋgesa mba.

c) Simple Substitution Drill

Cue	Pattern
	Nde saare ko saare Bookari.
ŋgu pucu	Ŋgu pucu ko pucu Bookari.
ndu suudu	Ndu suudu ko suudu Bookari.
ɗe defte	Ɗe defte ko defte Bookari.
ŋgal gertogal	Ŋgal gertogal ko gertogal Bookari.
ɗi baali	Ɗi baali ko baali Bookari.
ndi ŋgaari	Ndi ŋgaari ko ŋgaari Bookari.
ndu rawaandu	Ndu rawaandu ko rawaandu Bookari.
ɗi talki	Ɗi talki ko talki Bookari.
qo gaynaako	Qo gaynaako ko gaynaako Bookari.
ɓe yimɓe	Ɓe yimɓe ko yimɓe Bookari.
ŋgu mbaalu	Ŋgu mbaalu ko mbaalu Bookari.
nde hiirande	Nde hiirande ko hiirande Bookari.
ko maaro	Ko maaro ko maaro Bookari.
ŋgu pucu	Ŋgu pucu ko pucu Bookari.

d) Progressive Substitution Drill

Cue	Pattern
	Mi tawi baali ɗi to ladde nde.
qo	Qo tawi baali ɗi to ladde nde.
qacc	Qo qacci baali ɗi to ladde nde.
mbabba mba	Qo qacci mbabba mba to ladde nde.
wuro ŋgo	Qo qacci mbabba mba to wuro ŋgo.
ɓe	Ɓe ŋgacci mbabba mba to wuro ŋgo.
nab	Ɓe nabi mbabba mba to wuro ŋgo.
nagge ŋge	Ɓe nabi nagge ŋge to wuro ŋgo.
saare nde	Ɓe nabi nagge ŋge to saare nde.
meŋ	Meŋ nabi nagge ŋge to saare nde.
yii	Meŋ ñjiyi nagge ŋge to saare nde.
pucu ŋgu	Meŋ ñjiyi pucu ŋgu to saare nde.
laawol ŋgol	Meŋ ñjiyi pucu ŋgu to laawol ŋgol.
qon	Qon ñjiyi pucu ŋgu to laawol ŋgol.
taw	Qon tawi pucu ŋgu to laawol ŋgol.
baali ɗi	Qon tawi baali ɗi to laawol ŋgol.
ladde nde	Qon tawi baali ɗi to ladde nde?
mi	Mi tawi baali ɗi to ladde nde?

e) Substitution-Transformation Drill (Singular to Plural)

Cue	Pattern 1	Pattern 2
	Deftere nde qalaa ɗo.	Defte ɗe ŋgalaa ɗo.
pucu ŋgu	Pucu ŋgu qalaa ɗo.	Puci ɗi ŋgalaa ɗo.
nagge ŋge	Nagge ŋge qalaa ɗo.	Naqi ɗi ŋgalaa ɗo.
gertogal ŋgal	Gertogal ŋgal qalaa ɗo.	Gertooɗe ɗe ŋgalaa ɗo.
laana ka	Laana ka qalaa ɗo.	Laaɗe ɗe ŋgalaa ɗo.
talkuru ndu	Talkuru ndu qalaa ɗo.	Talki ɗi ŋgalaa ɗo.
lingu ŋgu	Lingu ŋgu qalaa ɗo.	Liɗɗi ɗi ŋgalaa ɗo.
boolwol ŋgol.	Boolwol ŋgol qalaa ɗo.	Boolooji ɗi ŋgalaa ɗo.
mbomri ndi	Mbomri ndi qalaa ɗo.	Bomi ɗi ŋgalaa ɗo.
fowru ndu	Fowru ndu qalaa ɗo.	Pobbi ɗi ŋgalaa ɗo.
rawaandu ndu	Rawaandu ndu qalaa ɗo.	Dawaaɗi ɗi ŋgalaa ɗo.
mbeewa mba	Mbeewa mba qalaa ɗo.	Beqi ɗi ŋgalaa ɗo.
mbaalu ŋgu	Mbaalu ŋgu qalaa ɗo.	Baali ɗi ŋgalaa ɗo.
mbaroodi ndi	Mbaroodi ndi qalaa ɗo.	Barooɗi ɗi ŋgalaa ɗo.
laawol ŋgol	Laawol ŋgol qalaa ɗo.	Laabi ɗi ŋgalaa ɗo.
hiirande nde	Hiirande nde qalaa ɗo.	Kiiraaɗe ɗe ŋgalaa ɗo.
deftere nde	Deftere nde qalaa ɗo.	Defte ɗe ŋgalaa ɗo.

f) Substitution-Transformation Drill (Noun to Pronoun)

Cue	Pattern 1	Pattern 2
	Qa sooɗi nagge ŋge?	Qa sooɗi ŋge?
qo	Qo sooɗi nagge ŋge.	Qo sooɗi ŋge.
heɓ	Qo heɓi nagge ŋge.	Qo heɓi ŋge.
pucu	Qo heɓi pucu ŋgu.	Qo heɓi ŋgu.
meŋ	Meŋ heɓi pucu ŋgu.	Meŋ heɓi ŋgu.
yey	Meŋ ñjeyi pucu ŋgu.	Meŋ ñjeyi ŋgu.
mballu	Meŋ ñjeyi mballu ŋgu.	Meŋ ñjeyi ŋgu.
ɓe	Ɓe ñjeyi mballu ŋgu.	Ɓe ñjeyi ŋgu.
nab	Ɓe nabi mballu ŋgu.	Ɓe nabi ŋgu.
deftere	Ɓe nabi deftere nde.	Ɓe nabi nde.
qon	Qon nabi deftere nde?	Qon nabi nde?
jog	Qon jogi deftere nde?	Qon jogi nde?
coggu	Qon jogi coggu ŋgu?	Qon jogi ŋgu?
qo	Qo jogi coggu ŋgu.	Qo jogi ŋgu.
heɓ	Qo heɓi coggu ŋgu.	Qo heɓi ŋgu.
nagge	Qo heɓi nagge ŋge?	Qo heɓi ŋge.
qa	Qa heɓi nagge ŋge?	Qa heɓi ŋge?
sooɗ	Qa sooɗi nagge ŋge?	Qa sooɗi ŋge?

g) Simple Substitution-Transformation Drill (Noun
(Noun and Demonstrative Object to Demonstrative Only)

Cue	Pattern 1	Pattern 2
	Mi tawi mballu ŋgu to ŋgesa mba.	Mi tawi ŋgu to ŋgesa mba.
gertooɗe	Mi tawi gertooɗe ɗe to ŋgesa mba.	Mi tawi ɗe to ŋgesa mba.
puru	Mi tawi puru ŋgu to ŋgesa mba.	Mi tawi ŋgu to ŋgesa mba.
dewaaɗi	Mi tawi dewaaɗi ɗi to ŋgesa mba.	Mi tawi ɗi to ŋgesa mba.
mbeewa	Mi tawi mbeewa mba to ŋgesa mba.	Mi tawi mba to ŋgesa mba.
rawaandu	Mi tawi rawaandu ndu to ŋgesa mba.	Mi tawi ndu to ŋgesa mba.
puci	Mi tawi puci ɗi to ŋgesa mba.	Mi tawi ɗi to ŋgesa mba.
gertogal	Mi tawi gertogal ŋgal to ŋgesa mba.	Mi tawi ŋgal to ŋgesa mba.
ŋgaari	Mi tawi ŋgaari ndi to ŋgesa mba.	Mi tawi ndi to ŋgesa mba.
naqi	Mi tawi naqi ɗi to ŋgesa mba.	Mi tawi ɗi to ŋgesa mba.
baali	Mi tawi baali ɗi to ŋgesa mba.	Mi tawi ɗi to ŋgesa mba.
yimɓe	Mi tawi yimɓe ɓe to ŋgesa mba.	Mi tawi ɓe to ŋgesa mba.
gaynaako	Mi tawi gaynaako qo to ŋgesa mba.	Mi tawi qo to ŋgesa mba.
mboddi	Mi tawi mboddi ndi to ŋgesa mba.	Mi tawi ndi to ŋgesa mba.
bolle	Mi tawi bolle ɗe to ŋgesa mba.	Mi tawi ɗe to ŋgesa mba.
mbaroodi	Mi tawi mbaroodi ndi to ŋgesa mba.	Mi tawi ndi to ŋgesa mba.
baroodi	Mi tawi baroodi ɗi to ŋgesa mba.	Mi tawi ɗi to ŋgesa mba.
talkuru	Mi tawi talkuru ndu to ŋgesa mba.	Mi tawi ndu to ŋgesa mba.
mballu	Mi tawi mballu ŋgu to ŋgesa mba.	Mi tawi ŋgu to ŋgesa mba.

h) Progressive Substitution-Transformation Drill
(Noun plus Demonstrative as Subject to Demonstrative Subject Only)

Cue	Pattern 1	Pattern 2
	Pucu ŋgu yeyaama.	Ŋgu yeyaama.
puci	Puci ɗi ñjeyaama.	Ɗi ñjeyaama.
sooɗ	Puci ɗi cooɗaama.	Ɗi cooɗaama.
mbabba	Mbabba mba sooɗaama.	Mba sooɗaama.
nab	Mbabba mba nabaama.	Mba nabaama.
baali	Baali ɗi nabaama.	Ɗi nabaama.
yiɗ	Baali ɗi ñjiɗaama.	Ɗi ñjiɗaama.
mballu	Mballu ŋgu yiɗaama.	Ŋgu yiɗaama.
qadd	Mballu ŋgu qaddaama.	Ŋgu qaddaama.
naqi	Naqi ɗi ŋgaddaama.	Ɗi ŋgaddaama.
faal	Naqi ɗi paalaama.	Ɗi paalaama.
ŋgaari	Ŋgaari ndi faalaama.	Ndi faalaama.
sooɗ	Ŋgaari ndi sooɗaama.	Ndi sooɗaama.
babbi	Babbi ɗi cooɗaama.	Ɗi cooɗaama.
yey	Babbi ɗi ñjeyaama.	Ɗi ñjeyaama.
pucu	Pucu ŋgu yeyaama.	Ŋgu yeyaama.

i) Progressive Substitution-Transformation Drill
(Substitute only the demonstrative for each 'object' noun given as cue.)

Cue	Question Pattern	Answer Pattern
	ʔa yeyetaa ndi na?	ʔalaa, mi yeyetaa ndi.
ʔo	ʔo yeyetaa ndi na?	ʔalaa, ʔo yeyetaa ndi.
ʔadd	ʔo ʔaddetaa ndi na?	ʔalaa, ʔo ʔaddetaa ndi.
(puccu)	ʔo ʔaddetaa ŋgu na?	ʔalaa, ʔo ʔaddetaa ŋgu.
ɓe	ɓe ŋgaddetaa ŋgu na?	ʔalaa, ɓe ŋgaddetaa ŋgu.
sood	ɓe coodataa ŋgu na?	ʔalaa, ɓe coodataa ŋgu.
(gertogal)	ɓe coodataa ŋgal na?	ʔalaa, ɓe coodataa ŋgal.
ʔon	ʔon coodataa ŋgal na?	ʔalaa, meŋ coodataa ŋgal.
yey	ʔon ñjeyetaa ŋgal na?	ʔalaa, meŋ ñjeyetaa ŋgal.
(rawaandu)	ʔon ñjeyetaa ndu na?	ʔalaa, meŋ ñjeyetaa ndu.
Demba	Demba yeyetaa ndu na?	ʔalaa, ʔo yeyetaa ndu.
naɓ	Demba naɓetaa ndu na?	ʔalaa, ʔo naɓetaa ndu.
(mbeewa)	Demba naɓetaa mba na?	ʔalaa, ʔo naɓetaa mba.
ʔo	ʔo naɓetaa mba na?	ʔalaa, ʔo naɓetaa mba.
ʔecc	ʔo ʔeccetaa mba na?	ʔalaa, ʔo ʔeccetaa mba.
(mballu)	ʔo ʔeccetaa ŋgu na?	ʔalaa, ʔo ʔeccetaa ŋgu.
ʔa	ʔa ʔeccetaa ŋgu na?	ʔalaa, mi ʔeccetaa ŋgu.
yey	ʔa yeyetaa ŋgu na?	ʔalaa, mi yeyetaa ŋgu.
(ŋgaari)	ʔa yeyetaa ndi na?	ʔalaa, mi yeyetaa ndi.

j) Progressive Substitution-Response Drill

Cue	Question Pattern	Answer Pattern
	ʔa jogi naʔi hewɗe na?	ʔalaa, ko nagge gooto tan mi jogi.
ʔo	ʔo jogi naʔi hewɗe na?	ʔalaa, ko nagge gooto tan ʔo jogi.
tam	ʔo tami naʔi hewɗe na?	ʔalaa, ko nagge gooto tan ʔo tami.
baali	ʔo tami baali hewɗe na?	ʔalaa, ko mballu gooto tan ʔo tami.
ɓe	ɓe tami baali hewɗe na?	ʔalaa, ko mballu gooto tan ɓe tami.
faal	ɓe faali baali hewɗe na?	ʔalaa, ko mballu gooto tan ɓe faali.
babbi	ɓe faali babbi hewɗe na?	ʔalaa, ko mbabba gooto tan ɓe faali.
meŋ	Meŋ faali babbi hewɗe na?	ʔalaa, ko mbabba gooto tan meŋ faali.
mar	Meŋ mari babbi hewɗe na?	ʔalaa, ko mbabba gooto tan meŋ mari.
beʔi	Meŋ mari beʔi hewɗe na?	ʔalaa, ko mbeewa gooto tan meŋ mari.
ʔen	ʔen mari beʔi hewɗe na?	ʔalaa, ko mbeewa gooto tan ʔen mari.
heɓ	ʔen heɓi beʔi hewɗe na?	ʔalaa, ko mbeewa gooto tan ʔen heɓi.
gertooɗe	ʔen heɓi gertooɗe hewɗe na?	ʔalaa, ko gertogal gooto tan ʔen heɓi.
ʔon	ʔon heɓi gertooɗe hewɗe na?	ʔalaa, ko gertogal gooto tan meŋ heɓi.
jogi	ʔon jogi gertooɗe hewɗe na?	ʔalaa, ko gertogal gooto tan meŋ jogi.
naʔi	ʔon jogi naʔi hewɗe na?	ʔalaa, ko nagge gooto tan meŋ jogi.
ʔa	ʔa jogi naʔi hewɗe na?	ʔalaa, ko nagge gooto tan mi jogi.

k) Phrasal Substitution Drill

Cue	Pattern
	Miɗo yogi kaɗam kono mi haɗaani kosam.
goɗɗo yiɗi kosam	Goɗɗo yiɗi kosam kono mi haɗaani kosam.
ɓe weeweetaa yarde ɗum	Goɗɗo yiɗi kosam kono ɓe weeweetaa yarde ɗum.
Sooda taan lakki	Sooda taan lakki kono ɓe weeweetaa yarde ɗum.
ɓe sellaani kaa yoonu	Sooda taan lakki kono ɓe sellaani kaa yoonu.
Ba tawi goɗɗo lali	Ba tawi goɗɗo lali kono ɓe sellaani kaa yoonu.
Be haalaani ko haytaa	Ba tawi goɗɗo lali kono Be haalaani ko haytaa.
yimbe ɓe ñiiɓi ko	Yimbe ɓe ñiiɓi ko kono Be haalaani ko haytaa.
taan ɓe yari kaɗam ɗum	Yimbe ɓe ñiiɓi ko kono taan ɓe yari kaɗam ɗum.
ɓe yiɗaani ɓe yara lakki	Ɓe yiɗaani ɓe yara lakki kono taan ɓe yari kaɗam ɗum.
ɓe jaɓaani yarde ɗum	Ɓe yiɗaani ɓe yara lakki kono ɓe jaɓaani yarde ɗum.
miɗo yogi kaɗam	Miɗo yogi kaɗam kono ɓe jaɓaani yarde ɗum.
mi haɗaani kosam	Miɗo yogi kaɗam kono mi haɗaani kosam.

14.4 Note: The [-d] verbal extension - 'Associative'.

Ngardaa ɗo baaba,.... 'Come with father....'

This verbal extension (preceded by a vowel following roots ending in two consonants) carries the sense of accompanying some one in the performance of the action. It is thus restricted to verbs the meaning of which permits two to associate in the action. With roots so far introduced the following extended bases are possible.[1]

war	'come'	warda[2]	'come with'
yaa	'go'	yaada	'go with'
won	'be'	wonda	'be with'
liggo	'work' (M.V.)	liggoda	'work with'
ñaam	'eat'	ñaamda	'eat with'
yar	'drink'	yarda	'drink with'

---

[1] The student should exercise care in the use of this extension since its use with such roots as waal 'spend the night' or lal 'lie down' carries the possibility of being obscene.

[2] The imperative of verbs with this extension occurs with suffix /-a/. (see 8.4)

Bases incorporating this extension are almost invariably followed by qe 'with' plus a noun or pronoun denoting the one with whom the association in action occurs.

Bases with this extension may be inflected in a variety of forms:

Mi qardi qe ɓe.	'I came with them'
Mi qardat qe ɓe.	'I'm going to come with them.'
Honto ñaamduɗaa qe ɓe.	'Where did you eat with them?'

This verbal extension can be combined with others - for example the /-oy/ 'displacive' extension:

Meŋ ñjaroydi qe Demba qe Yompa.	'We went to drink with Demba and Yompa.'

14.5 Drills on /-d/ extension

a) Progressive Substitution Drill

Cue	Pattern
	Mi qardi, qe baabaqan.
qo	Qo qardi, qe baabaqan.
yaa	Qo yaadi, qe baabaqan.
yimɓe ɓe	Qo yaadi, qe yimɓe ɓe.
ɓe	Ɓe ñjaadi, qe yimɓe ɓe.
haal	Ɓe haaldi, qe yimɓe ɓe.
neenenaɓɓe	Ɓe haaldi, qe neenenaɓɓe.
meŋ	Meŋ haaldi, qe neenenaɓɓe.
yii	Meŋ ñjiidi, qe neenenaɓɓe.
lamɗo qo	Meŋ ñjiidi, qe lamɗo qo.
qa	Qa yiidi, qe lamɗo qo?
won	Qa wondi, qe lamɗo qo?
miñanakko	Qa wondi, qe miñanakko?
qon	Qon ŋgondi, qe miñanakko?
qar	Qon ŋgardi, qe miñanakko?
baabaqan	Qon ŋgardi, qe baabaqan?
mi	Mi qardi, qe baabaqan.

b) Progressive Substitution Drill

Cue	Pattern
	Miɗo qarda, qe baabaqan.
(qo)	Qomo qarda, qe baabaqan.
yaa	Qomo yaada, qe baabaqan.
yimɓe ɓe	Qomo yaada, qe yimɓe ɓe.
(ɓe)	Ɓeɗo ñjaada, qe yimɓe ɓe.
haal	Ɓeɗo haalda, qe yimɓe ɓe.
neenenaɓɓe	Ɓeɗo haalda, qe neenenaɓɓe.

	Beɗo kaalda, qe neenemaɓɓe.
(meŋ)	Mıɗen kaalda, qe neenemaɓɓe.
yıı	Mıɗen ñȷııda, qe neenemaɓɓe.
lamɗo	Mıɗen ñȷııda, qe lamɗo qo?
(qon)	Qoɗon ñȷııda, qe lamɗo qo?
yaa	Qoɗon ñȷaada, qe lamɗo qo?
mıñamakko	Qoɗon ñȷaada, qe mıñamakko.
(mı)	Mıɗo yaada, qe mıñamakko.
qar	Mıɗo qarda, qe mıñamakko.
baabaqam	Mıɗo qarda, qe baabaqam.

c) Progressıve Substıtutıon-Transformatıon Drıll (Progressıve to Perfectıve)

Cue	Pattern 1	Pattern 2
	Mıɗo qarda, qe baabaqam.	Mı qardı, qe baabaqam.
(qo)	Qomo qarda, qe baabaqam.	Qo qardı, qe baabaqam.
yaa	Qomo yaada, qe baabaqam.	Qo yaadı, qe baabaqam.
yımɓe ɓe	Qomo yaada, qe yımɓe ɓe.	Qo yaadı, qe yımɓe ɓe.
(ɓe)	Beɗo ñȷaada, qe yımɓe ɓe.	Be ñȷaadı, qe yımɓe ɓe.
haal	Beɗo kaalda, qe yımɓe ɓe.	Be kaaldı, qe yımɓe ɓe.
neenemaɓɓe	Beɗo kaalda, qe neenemaɓɓe.	Be kaaldı, qe neenemaɓɓe.
(meŋ)	Mıɗen kaalda, qe neenemaɓɓe.	Meŋ kaaldı, qe neenemaɓɓe.
yıı	Mıɗen ñȷııda, qe neenemaɓɓe.	Meŋ ñȷıdı, qe neenemaɓɓe.
lamɗo qo	Mıɗen ñȷııda, qe lamɗo qo.	Meŋ ñȷıdı, qe lamɗo qo.
(qon)	Qoɗon ñȷııda, qe lamɗo qo?	Qon ñȷıdı, qe lamɗo qo?
yaa	Qoɗon ñȷaada, qe lamɗo qo?	Qon ñȷaadı, qe lamɗo qo?
makko	Qoɗon ñȷaada, qe makko?	Qon ñȷaadı, qe makko?
(mı)	Mıɗo yaada, qe makko.	Mı yaadı, qe makko.
qar	Mıɗo qarda, qe makko.	Mı qardı, qe makko.
baabaqam	Mıɗo qarda, qe baabaqam.	Mı qardı, qe baabaqam.

d) Expansıon Drıll

Addıtıon Cue	Pattern
	1. Beɗo ɗaanı.
tuma ñȷıımomı	2. Beɗo ɗaanı tuma ñȷıımomı.
haŋkı	3. Beɗo ɗaanı tuma ñȷıımomı haŋkı.
ȷemma	4. Beɗo ɗaanı tuma ñȷıımomı haŋkı ȷemma.
haŋko qe debbomakko	5. Beɗo ɗaanı tuma ñȷıımomı haŋkı ȷemma, kaŋko qe debbomakko.
tawo ɓeɗo lelı hedde wuro Samba	6. Beɗo ɗaanı tuma ñȷıımomı haŋkı ȷemma, kaŋko qe debbomakko, tawo ɓeɗo lelı hedde wuro Samba.

kono tawo mın qe debboqam, qeden ñȷaha	7. Beɗo ɗaanı tuma ñȷıımomı haŋkı ȷemma, kaŋko qe debbomakko, tawo ɓedo lelı heede wuro Samba, kono tawo mın qe debboqam, qeden ñȷaha.
to dokotorqameŋ	8. Beɗo ɗaanı tuma ñȷıımomı haŋkı ȷemma, kaŋko qe debbomakko tawo ɓeɗo lelı hedde wuro Samba, tawo mın qe debboqam qeden ñȷaha to dokotorqameŋ.
to kampama qo	9. Beɗo ɗaanı tuma ñȷıımomı haŋkı ȷemma, kaŋko qe debbomakko, ɓeɗo lelı hedde wuro Samba, tawo mın qe debboqam, qeɗen ñȷaha, to dokotorqameŋ, to kampama qo.
tawı reedu debboqam sellaano.	10. Beɗo ɗaanı tuma ñȷıımomı haŋkı ȷemma, kaŋko qe debbomakko, ɓeɗo lelı hedde wuro Samba, tawo mın qe debboqam, qeden ñȷaha, to dokotorqameŋ, to kampama qo, tawı reedu debboqam sellaano.

14.8 NARRATIVE

New words:		
	ȷooɗ	sıt
	hoot	go home

Brown qe Jom Maaro

Qonñan Brown yahı marse. Qo tawı ȷom maaro, ko no ȷooɗı. Qon no wıye Jaawo. Qo lamdı mo sı qo heɓı maaro. Qon ȷaabı mo, qo wıyı mo qeeyı, qomo heɓı maaro. Jaawo lamdı mo ko ȷelu qo yıɗı sooɗde. Brown wıyı mo ko boolwol gootol qo yıɗı, kono qomo yıɗı qandude coggu ŋgu ko ȷelu. Jaawo wıyı mo, coggu ŋgu ko taransu qe ñataa. Non Brown lamdıı mo kadı, ko hoɗum kadı qo ȷogı. Jaawo wıyı mo kadı qomo ȷogı bantara sı tawo qomo yıɗı ɗum. Brown wıyı mo kaŋko yıɗaa ɗum, kono qomo yıɗı kosam qe laccırı. Jaawo wıyı qo heɓaanı kosam kono qomo ȷogı keɗam, sı qo yıɗı ɗum kadı. Brown wıyı mo, qomo yıɗı ɗum, non Jaawo lamdı Brown ko kabaaȷı ȷelu qo yıɗı. Brown wıyı mo 'ɗıɗı yonı'. Tuma Brown sooɗı ɗum, qo hootı to maɓɓe.

14.9 Questions for Discussion

New word:

meeɗ	taste, experience, have ever ---- (with infinitive)

1. Hombo lamdi Jaawo he fii maaro?
2. Jaawo koo yeyowo maaro na?
3. Jaawo qe Brown hombo yiɗiino sooɗde maaro?
4. Ko booliiji jelu Brown yiɗiino?
5. Coggu ŋgu ko jelu?
6. Ko hoɗum kadi Jaawo tamiino?
7. Qo heɓiino kosam na?
8. Kabaaji jelu Brown yiɗiino? Ko gooto qo sooɗiino, maa ko ɗiɗi?
9. Si wonaa maaro qe qeɗam, ko hoɗum kadi Jaawo jogiino?
10. Brown yiɗiino sooɗde kosam qe lacciri na, maa qo yiɗaano?
11. Hombo woni jom maaro ko?
12. Qa meeɗi ñaamde lacciri na?[1]
13. Yimɓemaaɗa mo waawi defde lacciri na?
14. Saa yiyi lacciri, qa qanday ɗum na?
15. Qa waaway ɓirde naqi ɗi na?

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[1] Have you ever eaten steamed millet? The verb meeɗ basically meaning 'taste' is used figuratively with the infinitive for having had the experience denoted by the following verb. In the negative it carries the sense of 'never':

Mi meeɗaani ñaamde lacciri.	'I've never eaten steamed millet.'

UNIT 15

15.0 Dıalog: Weather

	-Suŋkarı-	
toɓ		taın (verb)
Mı sıkkı, qo toɓay hande.		I thınk ıt wıll raın today.
	-Samba-	
Ko waɗı qa wıyı ɗum?		What makes you say that?
	-Suŋkarı-	
laarí		look there!
ruulde [nde] (dule)		cloud
fuɗɗu		start, begın
qasaman [ø] ( )		sky
Laarí, qasaman qo fuɗɗı waɗde dule.		Look there! the sky has started to form clouds.
	-Samba-	
Ko ŋganduɗaa, qe kulle dule?		What do you know about ('ın the matter of') clouds?
	-Suŋkarı-	
ɓooy		last long, be ancıent
dıraŋgo [ŋgo] (dıraalı)		thunder, crash
Soo ɓooyı seeɗa, qa nanay dıraŋgo ŋgo.		In just a lıttle whıle ('when ıt has lasted a bıt') you wıll hear the thunder.
	-Samba-	
wel		be sweet, nıce, pleasıng; be sharp
weltaade		to be pleased, to rejoıce
Mın, mı wéltoto qe ɗum.		I wıll be pleased wıth that.
	-Suŋkarı-	
nıɓɓu		get dark
Qa yıyaanı, qo fuɗɗı nıɓɓude?		Don't you see ıt has started gettıng dark?
	-Samba-	
Qa haalí gooŋga. Qo fuɗɗı nıɓɓude.		You're rıght. (You have saıd the truth). It has started gettıng dark.

-Suŋkari-

hool	trust, have condifence in
Qan, qa hoolataa neɗɗo, ko ɗúm waɗi.	You don't trust anyone, that's why.

-Samba-

nden	then, when
wul	be warm, hot
ɓet	measure
no ɓete	very much ('how be measured')
Nden jaŋgo, qo wulataa, no ɓete.	Then tomorrow it will not be too warm.
Jooni mi jaɓí, qe haalaamaa.	Now I agree with your statement.

-Suŋkari-

gas	be over, come to an end
Qawa, haalaa gasi	All right, the talk is over.

15.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:	ɓuuɓ	be cool, cold
	laaɓ	be clear, clean
	rullu	be cloudy, get cloudy

Cue	Pattern
	Mi sikki, qo toɓay hande.
qo	Qo sikki, qo toɓay hande.
niɓɓ	Qo sikki, qo niɓɓay hande.
jaŋgo	Qo sikki, qo niɓɓay jaŋgo.
ɓe	Ɓe cikki, qo niɓɓay jaŋgo.
wul	Ɓe cikki, qo wulay jaŋgo.
faɓɓi-jaŋgo	Ɓe cikki, qo wulay faɓɓi-jaŋgo.
meŋ	Meŋ cikki, qo wulay faɓɓi-jaŋgo.
ɓuuɓ	Meŋ cikki, qo ɓuuɓay faɓɓi-jaŋgo.
kiikiiɗe	Meŋ cikki, qo ɓuuɓay kiikiiɗe.
qon	Qon cikki, qo ɓuuɓay kiikiiɗe?
rull	Qon cikki, qo rullay kiikiiɗe?
jemma	Qon cikki, qo rullay jemma?
qo	Qo sikki, qo rullay jemma.
laaɓ	Qo sikki, qo laaɓay jemma.

	Qo sıkkı, qo laaɓay ɟemma.
hande	Qo sıkkı, qo laaɓay hande.
mı	Mı sıkkı, qo laaɓay hande.
toɓ	Mı sıkkı, qo toɓay hande.

b) Sımple Substıtutıon Drıll

New words:

hendu	[ndu]	(keelı)	wınd, breeze
kaŋkıra	[ø]/kaŋkırawal [ŋgal]	(kaŋkıraaɟı)	tub, large bucket
kafahı	[kı]	(kafaaɟe)	sword
meselal	[ŋgal]	(mesele)	needle
toɓal	[ŋgal]/toɓo [ŋgo]	(toɓooɟı)	raın

Cue	Pattern
	Ko ŋganduɗaa, qe kulle dule?
toɓal	Ko ŋganduɗaa, qe kulle toɓal?
hendu	Ko ŋganduɗaa, qe kulle hendu?
meselal	Ko ŋganduɗaa, qe kulle meselal?
kafaaɟe	Ko ŋganduɗaa, qe kulle kafaaɟe?
kaŋkıraaɟı	Ko ŋganduɗaa, qe kulle kaŋkıraaɟı?
dıraŋgo	Ko ŋganduɗaa, qe kulle dıraŋgo?
yımɓe ɓe	Ko ŋganduɗaa, qe kulle yımɓe ɓe?
sukaaɓe ɓe	Ko ŋganduɗaa, qe kulle sukaaɓe ɓe?
rewɓe ɓe	Ko ŋganduɗaa, qe kulle rewɓe ɓe?
worɓe ɓe	Ko ŋganduɗaa, qe kulle worɓe ɓe?
saare qo	Ko ŋganduɗaa, qe kulle saare qo?
Bookarı	Ko ŋganduɗaa, qe kulle Bookarı?
Samba	Ko ŋganduɗaa, qe kulle Samba?
Suŋkarı	Ko ŋganduɗaa, qe kulle Suŋkarı?
dule	Ko ŋganduɗaa, qe kulle dule?

c) Progressıve Substıtutıon Drıll

Cue	Pattern
	Soo ɓooyı seeɗa, qa nanay dıraŋgo ŋgo.
yımɓe ɓe	Soo ɓooyı seeɗa, qa nanay yımɓe ɓe.
yıı	Soo ɓooyı seeɗa, qa yıyay yımɓe ɓe.
qo	Soo ɓooyı seeɗa, qo yıyay yımɓe ɓe.
sukaaɓe ɓe	Soo ɓooyı seeɗa, qo yıyay sukaaɓe ɓe.
nan	Soo ɓooyı seeɗa, qo nanay sukaaɓe ɓe.
ɓe	Soo ɓooyı seeɗa, ɓe nanay sukaaɓe ɓe.

	Soo ɓooyı seeɗa, ɓe nanay sukaaɓe ɓe.
worɓe ɓe	Soo ɓooyı seeɗa, ɓe nanay worɓe ɓe.
yıı	Soo ɓooyı seeɗa, ɓe ñȷıyay worɓe ɓe.
qon	Soo ɓooyı seeɗa, qon ñȷıyay worɓe ɓe.
rewɓe ɓe	Soo ɓooyı seeɗa, qon ñȷıyay rewɓe ɓe.
nan	Soo ɓooyı seeɗa, qon nanay rewɓe ɓe.
meŋ	Soo ɓooyı seeɗa, meŋ nanay rewɓe ɓe.
yımɓe ɓe	Soo ɓooyı seeɗa, meŋ nanay yımɓe ɓe.
yıı	Soo ɓooyı seeɗa, meŋ ñȷıyay yımɓe ɓe.
mı	Soo ɓooyı seeɗa, mı yıyay yımɓe ɓe.
saare nde	Soo ɓooyı seeɗa, mı yıyay saare nde.

d) Sımple Substıtutıon Drıll

New word:	leppu	be wet

Cue	Pattern
	Nden ȷaŋgo, qo wulataa, no ɓete.
toɓ	Nden ȷaŋgo, qo toɓataa, no ɓete.
nıɓɓ	Nden ȷaŋgo, qo nıɓɓataa, no ɓete.
ɓuuɓ	Nden ȷaŋgo, qo ɓuuɓataa, no ɓete.
laaɓ	Nden ȷaŋgo, qo laaɓataa, no ɓete.
lepp	Nden ȷaŋgo, qo leppataa, no ɓete.
rull	Nden ȷaŋgo, qo rullataa, no ɓete.
wul	Nden ȷaŋgo,. qo wulataa, no ɓete.

e) Sımple Substıtutıon Drıll

Cue	Pattern
	Qan, qa hoolataa neɗɗo, ko ɗum waɗı.
yıı	Qan, qa yıyataa neɗɗo, ko ɗum waɗı.
nan	Qan, qa nanataa neɗɗo, ko ɗum waɗı.
lamd	Qan, qa lamdataa neɗɗo, ko ɗum waɗı.
ɗabb	Qan, qa ɗabbataa neɗɗo, ko ɗum waɗı.
laar	Qan, qa laarataa neɗɗo, ko ɗum waɗı.
salmın	Qan, qa salmınataa neɗɗo, ko ɗum waɗı.
nab	Qan, qa nabataa neɗɗo, ko ɗum waɗı.
hool	Qan, qa hoolataa neɗɗo, ko ɗum waɗı.

f) Simple Substitution Drill

Cue	Pattern
	Qa haalí gooŋga, qo fuɗɗi niɓɓude.
wul	Qa haalí gooŋga, qo fuɗɗi wulde.
toɓ	Qa haalí gooŋga, qo fuɗɗi toɓde.
ɓuuɓ	Qa haalí gooŋga, qo fuɗɗi ɓuuɓde.
rull	Qa haalí gooŋga, qo fuɗɗi rullude.
laaɓ	Qa haalí gooŋga, qo fuɗɗi laaɓde.
ɓawl	Qa haalí gooŋga, qo fuɗɗi ɓawlude.
lepp	Qa haalí gooŋga, qo fuɗɗi leppude.
niɓɓ	Qa haalí gooŋga, qo fuɗɗi niɓɓude.

15.2 Note: Agent Verbal Nouns: The 'doer'

The student has probably already observed that many Fula nouns bear a relationship to verbal roots. This coggu [ŋgu] 'price' is derived from *sooɗ* 'buy' by the processes of:

1. inflection with the third grade, /-gu/, of the suffix for the [ŋgu] class (causing initial consonant alternation):

   sooɗ + /-gu/ → *cooɗgu

2. assimilation of the root-final consonant to the suffix consonant:

   *cooɗgu → *cooggu

5. shortening of the root vowel before the double consonant:

   *cooggu → coggu

Such formations are not at all regular and there is no point in trying to form such words from many verb roots by analogy - it is best to learn each noun as it is encountered. The analogy of English words like *arrival*, *departure* is helpful here.

However, there are certain noun forms commonly derived from a large number of verb roots by suffixation of a noun class suffix to the root or to an extended verbal base. We can classify such noun forms as *verbal nouns*. The one most commonly encountered to date has been the *infinitive*, which, we have noted is formed by suffixation of the third grade, /-de/, of the [nde] class suffix to the root of active verbs (with /-u/ where needed to avoid three consonants) or to the middle voice base with suffix /-aa/ or the passive voice base with suffix /-ee/:

ɗabb + de → ɗabbude 'to find'
qar + de → qarde 'to come'
liggaa + de → liggaade 'to work'
jaree + de → jareede 'to be thanked'

Two verbal nouns signifying the doer of the action have occurred in units to date. Note the sentences:

Qoya gorko qarno ɗo Teneŋ yawtuɗo.	'That man who came here last Monday.' ('Monday which has passed.')
Qaccen ɗum qe juŋgo remooɓe ɓe.	'Let's leave that in the hand(s) of the farmers.'
Qaccen ɗum qe juŋgo defooɓe ɓe.	'Let's leave that in the hand(s) of the cooks.'

The singular forms of the underlined words in the second and third sentences were given (in 10.1) as demowo 'farmer' and defowo 'cook'.

These two verbal nouns, thus, exhibit suffixes /-ɗo/ and /-owo/. Both take the demonstrative of the [qo] class.

For many verbs there exist both singular and plural forms of both these 'agent' or 'doer' verbal nouns. From rem 'cultivate' there occur:

1.	demɗo[1]	'who cultivates'
	remɓe	(plural)
2.	demowo	farmer, cultivator
	remooɓe	(plural)

Similarly from yiɗ 'want, like' there occur:

1.	jiɗɗo	'who wants/likes
	yiɗɓe	(plural)
2.	jiɗowo	'wanter, liker'
	yiɗooɓe	(plural)

The difference between 1 and 2 is essentially that 1 refers to the performer of the action in question, while 2 refers to a more regular or habitual performer of the action. The first is often used as a relative modifier: 'who does ____'. Note the sentences:

Defɗo hiirande nde wonaa defowoqameŋ. Ko min defi ɗum.	'The one who cooked the dinner is not our cook. It is I who cooked it.'

A significant number of verbs, however, do not exhibit all four forms - two singular and two plural - listed above. With such verbs both singular noun forms may occur but only one plural.

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[1] Note the resemblance to such nouns as lamɗo (lamiiɓe) 'chief' (where a verb lam 'command' is involved) or neɗɗo 'person', where no underlying verb is visible.

An example is afforded by qand 'know':

qanduɗo	'who knows, learned'
qandowo	'knowing person'
qandooɓe	(plural of both)

another by qokk 'give':

gokkuɗo	'who gives'
gokkowo	'giver'
qokkooɓe	(plural of both)

Note that the form with suffix /-ɗo/ is a true 'verbal' in that it may have an object as in:

defɗo hiirande nde	'the one who cooked the dinner'

while those with /-owo/ are nominals and do not take an object:

defowoma	'your cook'

Middle voice verbal nouns also exist. The middle voice forms exhibit /-aa/ where active forms have /-oo/, /-u/ or no intermediate suffix between root and class suffix. The verb qand 'know', for example, yields a form:

qandaaɗo	'well known, famous'

As mentioned above, the form with /-ɗo/ refers to the performer of the action in question. In all our examples so far this suffix has been added to the verb root or the perfective stem. A parallel imperfective form occurs on the potential/habitual form of the verb:

AV	defatɗo	'the one who will cook'
PV	wiyeteeɗo Jallo	'the one who is called Jallo'

Similarly the active potential form with suffix /-ay/ may serve as stem for an indefinite agentive form:

Defayɗo hiirandeqameŋ jaŋgo, mi qandaa ko hombo.	'The one who is to ('may') cook our dinner tomorrow, I don't know who it it.'

A single paragraph may serve to illustrate these points:

Defɗo hiirandeqameŋ haŋki qe defatɗo ñaamrimon hande ko ɓe gootum. Qon defowo woni mawɗo defooɓe ɓe fow won to kampamaqameŋ. Kono defayɗo bottaariqameŋ jaŋgo mi qandaa hombo qo wontaa he ɓe.	'The one who cooked our dinner yesterday and the one who is going to cook our food today, are the same ('one'). This cook is the senior among all the cooks who are in our hospital. But I don't know who among them will be the one who will cook our breakfast tomorrow.'

Before leaving the 'doer' category of verbal nouns it is desirable once again to direct our attention to relationship terms symbolized by e.g.:

baaba baabiraawo (baabiraaɓe)

In 1.1 it was noted that the shorter singular form refers to the particular relative, the longer one to a person standing in that relationship to one. There is actually another form:

baabiraaɗo

of which baabiraawo is, by some scholars, construed as a 'contraction'. This set of forms is reminiscent of the middle voice verbal nouns we have been considering, although there is no verb root present here as far as we can see. When we consider the further fact that /-ir/ exists as a verb extension for 'location' or 'instrument' a translation of e.g. kaawiraawo as 'one who serves as (or stands in the place of) uncle' is quite appropriate. Consideration of [illegible] [illegible] 'townsman' indicates that this use of noun roots as bases for a 'verbal-noun' construction is not limited to relationship terms.

15.3 Grammar Drill on Agent Verbal Nouns

a) Sample Sentence Drill. (At this stage of his learning, the student has insufficient vocabulary to perform meaningful substitutions in patterns exemplifying these forms. Drill these sample sentences for comprehension and fluency.)

1. Demoowo remata [illegible], wiyi, o [illegible] [illegible] [illegible].
2. Demoowo, [illegible] [illegible] [illegible], [illegible] [illegible] [illegible].
3. Remooɓe ɓe fow? [illegible] [illegible] to [illegible]. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible], [illegible] [illegible] [illegible] [illegible] [illegible].
4. Jiɗowo [illegible] [illegible] ? o wiyi o [illegible], to galle [illegible].
5. [illegible] [illegible] [illegible] [illegible] [illegible], [illegible] [illegible] [illegible] [illegible].
6. Defoowo defata hiirande [illegible], ko [illegible].
7. Defooɓe ɓe fow? [illegible] [illegible] [illegible], [illegible].
8. Defoowo [illegible] [illegible] hiirande, ko [illegible] [illegible] [illegible] [illegible] ɓe fow, won to galle [illegible].
9. [illegible] [illegible] [illegible] [illegible], ko [illegible] [illegible], [illegible] [illegible].
10. [illegible] [illegible] [illegible], [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

Translations:

1. The farmer cultivating your land said he couldn't come today.
2. The farmer who cultivated Samba's farm died last night.
3. All the farmers are resting at my place. It is only you we are
   awaiting now for you to talk with them.
4. The one who wanted water has gone, he said he would go drink at the
   [illegible] family compound.
5. That person who wanted to buy your horse came here yesterday morning.
6. The cook who is going to cook the dinner is my younger sister.
7. All the cooks refused to give him his food.
8. The cook who cooked the dinner (it is he) is the senior of the cooks
   (who are) in the establishment of our chief.

[Note that [illegible], 'he is the senior(s) of all the cooks', shows an anomaly in that [illegible] is singular while [illegible] has a plural suffix. With this 'adjectival' root [illegible] the suffix regularly agrees with the number of the noun specifying the group. Thus [illegible] 'the eldest of them.']

9. The one who gave me that cow is my maternal uncle's younger brother
   named [illegible].
10. Wh[oever] knows the one who hurt our cow, I'll give that person two
    pounds.

15.4 Notes Comparison

Recall the sentence:

[illegible] ('I wish [one] which exceeds to be from them all.')

This illustrates the use of [illegible] 'to exceed', plus the infinitive of a (stative) verb defining the possession of a quality, plus the item(s) to which the subject is being compared. Other examples of this construction occur in the drill below.

15.5 Grammar Drills on Comparisons with /ɓur/

a) Progressive Substitution Drill

Cue	Pattern
	Ko min ɓur ma, heɓɗe naqi.
qo	Ko qo ɓur ma, heɓɗe naqi.
kaalis	Ko qo ɓur ma, heɓɗe kaalis.
ɓe	Ko ɓe ɓur ma, heɓɗe kaalis.
defte	Ko ɓe, ɓur ma, heɓɗe defte.
meŋ	Ko meŋ ɓur ma, heɓɗe defte.
baali	Ko meŋ ɓur ma, heɓɗe baali.
kaŋko	Ko kaŋko ɓur ma, heɓɗe baali.
beqi	Ko kaŋko bur ma, heɓɗe beqi.
kanɓe	Ko kanɓe ɓur ma, heɓɗe beqi.
babbi	Ko kanɓe ɓur ma, heɓɗe babbi.
qen	Ko qen ɓur ma, heɓɗe babbi.
musiiɓe	Ko qen ɓur ma, heɓɗe musiiɓe.
min	Ko min ɓur ma, heɓɗe musiiɓe.
naqi	Ko min ɓur ma, heɓɗe naqi.

b) Progressive Substitution Drill

New words.

raɓɓiɗde	to be short
famɗude	to be small
ɗyoɗyde	to be wise, clever, cunning
juuɗde	to be tall, long
doole [ɗe] (no.sg.)	force, power, energy

Cue	Pattern
	Ko kaŋko ɓuri Demba, raɓɓiɗde.
onon	Ko onon ɓuri Demba, raɓɓiɗde.
an	Ko onon ɓuri an, raɓɓiɗde.
ɗyoɗyde	Ko onon ɓuri an, ɗyoɗyde.
qo	Ko qo ɓuri an, ɗyoɗyde.
am	Ko qo ɓuri am, ɗyoɗyde.
juuɗde	Ko qo ɓuri am, juuɗde.
qen	Ko qen ɓuri am, juuɗde.
qon	Ko qen ɓuri qon, juuɗde.
doole	Ko qen ɓuri qon, doole.

	Ko _gen_ ɓurı qon, doole.
meŋ	Ko meŋ ɓurı _qon_, doole.
ɓe	Ko meŋ ɓurı ɓe, _doole_.
famdude	Ko _meŋ_ ɓurı ɓe, famdude.
ɓe	Ko ɓe ɓurı _ɓe_, famdude.
Demba	Ko ɓe ɓurı Demba, _famdude_.
raɓɓıdde	Ko _ɓe_ ɓurı Demba, raɓɓıdde.
mın	Ko mın ɓurı Demba, raɓɓıdde.

c) Sımple Substıtutıon Drıll

New words:

mawnu	grow, be bıg
yaw	(be) fast
yawnu	hasten, be quıck

Cue	Pattern
	Ko Samba ɓurı ma, _raɓɓıdde_.
weydude	Ko Samba ɓurı ma, _weydude_.
doole	Ko Samba ɓurı ma, _doole_.
dyodyde	Ko Samba ɓurı ma, _dyodyde_.
yuutde	Ko Samba ɓurı ma, _yuutde_.
famdude	Ko Samba ɓurı ma, _famdude_.
mawnude	Ko Samba ɓurı ma, _mawnude_.
yawnude	Ko Samba ɓurı ma, _yawnude_.
suusde	Ko Samba ɓurı ma, _suusde_.
ɓewlude	Ko Samba ɓurı ma, _ɓewlude_.
gandude	Ko Samba ɓurı ma, _gandude_.
moƴƴude	Ko Samba ɓurı ma, _moƴƴude_.
raɓɓıdde	Ko Samba ɓurı ma, raɓɓıdde.

d) Sımple Substıtutıon-Correlatıon Drıll

Cue	Pattern
	[illegible] yuutdo, kono ko Saydu ɓurı mo, yuutde.
ge	[illegible] yuutdo, kono ko Saydu ɓurı mo, yuutde.
gen	Ko _gen_ yuutdo, kono ko Saydu ɓurı gen, yuutde.
gon	Ko _gon_ yuutdo, kono ko Saydu ɓurı gon, yuutde.
ɓe	Ko _ɓe_ yuutdo, kono ko Saydu ɓurı ɓe, yuutde.
meŋ	Ko _meŋ_ yuutdo, kono ko Saydu ɓurı meŋ, yuutde.
ge	[illegible] yuutdo, kono ko Saydu ɓurı [illegible], yuutde.

e) Progressıve Substıtutıon Drıll

Cue	Pattern
	Kaa ȷuutɗo, kono ko Qabdul ɓurı ma, ȷuutde.
qo	Koo ȷuutɗo, kono ko Qabdul ɓurı mo, ȷuutde.
yawde	Koo ȷawɗo, kono ko Qabdul ɓurı mo, yawde.
qen	Ko qen ȷawɗo kono ko Qabdul ɓurı qen, yawde.
daɓɓo	Ko qen daɓɓo, kono ko Qabdul ɓurı qen, raɓɓıdde.
qon	Koon daɓɓo, kono ko Qabdul ɓurı qon, raɓɓıdde.
suusde	Koon cuusɗo, kono ko Qabdul ɓurı qon, suusde.
ɓe	Ko ɓe cuusɗo, kono ko Qabdul ɓurı ɓe, suusde.
yawde	Ko ɓe ȷawɗo, kono ko Qabdul ɓurı ɓe, yawde.
meŋ	Ko meŋ ȷawɗo, kono ko Qabdul ɓurı meŋ, yawde.
ȷuutde	Ko meŋ ȷuutɗo kono ko Qabdul ɓurı meŋ, ȷuutde.
qa	Kaa ȷuutɗo, kono ko Qabdul ɓurı ma, ȷuutde.

15.8 NARRATIVE

New word: qaduna [ø]/qadunaru [ndu] ( ) world, thıs world

Rullude Qasaman qo

Suŋkarı qe Samba, ɲande gooto, ɓeɗo haala he fıı rullude qasaman qo. Non Suŋkarı wıyı mo kaŋko sıkkı qo toɓoto qonɲan. Samba landı mo, ko waɗı qo wıyı ɗum. Suŋkarı ȷaabı mo, qo wıyı yoo laar qasaman qo, Paskı ɗum fuɗɗı waɗde ɗule. Non Samba wıyı mo, ko hoɗum qo qandı he fıı kulle ɗule. Suŋkarı wıyı mo, yoo fad seeɗa tan, qo nanay dıraŋgo ŋgo. Nden Samba wıyı kaŋko, qo weloto qe ɗum. Non Suŋkarı wıyı yoo laar qadunaru ndu, fuɗɗı nıɓɓude, Samba ȷaabı, qo wıyı mo, 'Qa haalı gooŋga.' Joonı qo ȷaɓı qe haalaanakko. Suŋkarı wıyı 'Qawa, haalaa gası.'

15.9 Questıons for Dıscussıon

1. Hombo wıyııno qo tokay hande?
2. Ko hoɗum Suŋkarı wıyı Samba,yoo laare?
3. Ko fıı hoɗum Suŋkarı wıyı Samba,yoo laara qasaman qo?
4. Hombo landı Suŋkarı,he fıı kulle ɗule?
5. Suŋkarı wıyııno Samba,ooo ɓooyı seeɗa qo nanay [illegible], ko hoɗum qo [illegible]?
6. Ko waɗı qadunaru ndu fuɗɗı nıɓɓude?
7. Ko hoɗum fuɗɗı, waɗde ɗule?
8. Hombo [illegible], Samba na, naa ko Suŋkarı?
9. Hoɗum [illegible] ko kulle ɗule?
10. Qa [illegible] qo tokay [illegible] naa?
11. Qasaman qo fuɗɗı waɗde ɗule naa?
12. Qo nanay dıraŋgo ŋgo [illegible] naa?

REVIEW UNIT 3

(Revıew of Unıts 11 - 15)

R3.0 Recombınatıon Dıalogs

A. Honno musııɓemaa waɗı?

B. Beɗo he jam.

A. Tuma ñjıımı qon haŋkı, honto ñjaatoɗon?

B. Nden qeɗen ñjaha laarde nder saare nde, tawo mı yıɗııno ɓıɓɓeqam ɓe naata qeskul.

A. Mbıımı, hoto qoya gorkomaa wonı, qarnoo ɗo Qaltıne yawtuɗo.

B. Qo wıyııno kam qo qaray Talata maa Qalarba, kono soo qaraanı hande qo qaray Qalkamıs maa Juma.

A. Goɗɗo haalı kam, qaɗa marı naqı hewde qo baalı, beqı, babbı qe pucu.

B. Qeeyı, ndı ɗo wonı ŋgaarıqam.

A. Mıɗo yıɗı pucu ranewu.

B. Mıɗo marı ɓe tato.

A. Hoɗum kadı tamɗaa?

B. Mıɗo jogı bantara, kosam, keɗam, qe maaro. Qawa, ooggu maaro ko, ko taransu qe ñataa.

A. Mbıımı, ko cıkkuɗaa he fıı qasaman qo hande. Qaɗunaru ndu fow no nıɓɓı.

B. Mı sıkkı qo toɓay hande. Laarí, dule ɗe he dow qasaman qo.

A. Nden mı weloto qe ɗum, paskı qo wulataa ko fewı.

B. Soo ɓooyı seeɗa, qa naŋay ɗıraŋŋo ŋgo.

R3.1 Varıatıon Drılls

a) Phrasal Substıtutıon Drıll.

Cue	Pattern
	Tawo mı yıɗııno ɓıɓɓeqam ɓe naata qeskul.
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].
[illegible]	Tawo mı yıɗııno [illegible].

	Tawo mı yıɗııno quddude dammugal ŋgal.
yaade to ŋgesameeɗen	Tawo mı yıɗııno yaade to ŋgesameeɗen.
yaade daɓɓude ŋgaarıqam	Tawo mı yıɗııno yaade daɓɓude ŋgaarıqam.
yaade remde ɓaawo suudu neene	Tawo mı yıɗııno yaade remde ɓaawo suudu neene.
naatde to nder fıɗyırde nde	Tawo mı yıɗııno naatde to nder fıɗyırde nde.
yaade yeyde mbaldı ndı	Tawo mı yıɗııno yaade yeyde mbaldı ndı.

b) Phrasal Substitution Drill

Cue	Pattern
	Hoto qoya gorkomaa wonı joonı, garno ɗo Qaltıne yawtuɗo?
yaano to galle jargamon	Hoto qoya gorkomaa wonı joonı, yaano to galle jargamon?
qaɗa qandı qınde qoya debbo	Qaɗa qandı qınde qoya debbo, yaano to galle jargamon?
sooɗno ɗo joonı lıɗɗı	Qaɗa qandı qınde qoya debbo, sooɗno ɗo joonı lıɗɗı?
hombo wonı qoya mawɗo	Hombo wonı qoya mawɗo, sooɗno ɗo joonı lıɗɗı?
wonno to galle jargaqameŋ	Hombo wonı qoya mawɗo, wonno to galle jargaqameŋ?
honno musıɗɗo Samba	Honno musıɗɗo Samba, wonno to galle jargaqameŋ?
heɓno ɓıkon tuubaakooɓe	Honno musıɗɗo Samba, heɓno ɓıkon tuubaakooɓe?
qaɗa nana kıbaaru teerımaa	Qaɗa nana kıbaaru teerımaa, heɓno ɓıkon tuubaakooɓe?
qassuno ɗo taanırawonun	Qaɗa nana kıbaaru teerımaa, qassuno ɗo taanırawonun?
hoɗun wonı lıgge jatıgımaa	Hoɗun wonı lıgge jatıgımaa, qassuno ɗo taanırawonun?
haalno ma fıı kulle ɗabbonun	Hoɗun wonı lıgge jatıgımaa, haalno ma fıı kulle ɗabbonun?
honno qoya pullo gorko	Honno qoya pullo gorko, haalno ma fıı kulle ɗabbonun?
[illegible] juggomum [illegible]	Honno qoya pullo gorko, [illegible] juggomum [illegible]?
hombo wonı baaba qoya [illegible] gorko	Hombo wonı baaba qoya [illegible] gorko, [illegible] juggomum [illegible]?
[illegible] laa ɗaltaare [illegible]	Hombo wonı baaba qoya [illegible] gorko, [illegible] laa ɗaltaare [illegible]?
hoto qoya [illegible]	Hoto qoya [illegible], [illegible] laa ɗaltaare [illegible]?
garno ɗo Qaltıne yawtuɗo	Hoto qoya [illegible], garno ɗo Qaltıne yawtuɗo?

c) Progressive Substitution Drill

Cue	Pattern
	Mıɗo tamı leemuna.
(qo)	Qomo tamı leemuna.
ɟog	Qomo ɟogı leemuna.
ɟawdı	Qomo ɟogı ɟawdı.
(ɓe)	Beɗo ɟogı ɟawdı.
mar	Beɗo marı ɟawdı.
kaalıs	Beɗo marı kaalıs.
(qon)	Qoɗon marı kaalıs?
ɟog	Qoɗon ɟogı kaalıs?
gertogal	Qoɗon ɟogı gertogal?
(qa)	Qaɗa ɟogı gertogal?
tamı	Qaɗa tamı gertogal?
genewala	Qaɗa tamı genewala?
(qo)	Qomo tamı genewala.
mar	Qomo marı genewala.
mbomrı	Qomo marı mbomrı.
(mı)	Mıɗo marı mbomrı.
tam	Mıɗo tamı mbomrı.
leemuna	Mıɗo tamı leemuna.

d) Random Substitution Drill

Cue	Pattern
	Haal kam ko mbaɗɗaa.
mo	Haal mo ko mbaɗɗaa.
ɓe	Haal ɓe ko mbaɗɗaa.
meŋ	Haal meŋ ko mbaɗɗaa.
honno	Haal meŋ honno mbaɗɗa.
[illegible]	Haal kam honno mbaɗɗaa.
mo	Haal mo honno mbaɗɗaa.
ɓe	Haal ɓe honno mbaɗɗaa.

e) Progressive Substitution Drill

Cue	Pattern
	Haal kam ko [illegible].
mo	Haal mo ko [illegible].
ɟog	Haal mo ko [illegible].
ɓe	Haal ɓe ko [illegible].
[illegible]	Haal ɓe ko [illegible].
[illegible]	Haal [illegible] ko [illegible].

	Haal meŋ ko mbaawɗaa.
yɪɪ	Haal meŋ ko ñjɪɪɗaa.
mo	Haal mo ko ñjɪɪɗaa.
yey	Haal mo ko ñjeyɗaa.
kam	Haal kam ko ñjeyɗaa.
yɪɗ	Haal kam ko ñjɪɗɗaa.

f) Progressive Substitution Drill

Cue	
	Mɪɗo yeya leemuna.
(qo)	Qomo yeya leemuna.
ɗabb	Qomo ɗabba leemuna.
baabaqam	Qomo ɗabba baabaqam.
(ɓe)	Ɓeɗo ɗabba baabaqam.
fad	Ɓeɗo pada baabaqam.
Seydu	Ɓeɗo pada Seydu.
(meŋ)	Mɪɗen pada Seydu.
ɗabb	Mɪɗen ɗabba Seydu.
lɪgge	Mɪɗen ɗabba lɪgge.
(ɟon)	Qoɗon ɗabbe lɪgge.
faalɪ	Qoɗon paalɪ lɪgge?
ndɪyam	Qoɗon paalɪ ndɪyam?
(ɓe)	Ɓeɗo paalɪ ndɪyam.
nab	Ɓeɗo naba ndɪyam.
teerɪqam	Ɓeɗo naba teerɪqam.
(mɪ)	Mɪɗo naba teerɪqam.
fad	Mɪɗo fada teerɪqam.
Jaawo	Mɪɗo fada Jaawo.
(qo)	Qomo fada Jaawo.
ɗabb	Qomo ɗabba Jaawo.
lekki	Qomo ɗabba lekki.
(qon)	Qoɗon ɗabbe lekki?
pay	Qoɗon ñpaye lekki?
leemuna	Qoɗon ñpaye leemuna?
(ma)	Mɪɗo paya leemuna.

g) Progressive Substitution Drill

Cue	Pattern
	Polisaaɓe ɓe no yeya leemunaaji ɗi.
ɓiɓɓe	Ɓiɓɓe ɓe no *yeya* leemunaaji ɗi.
ɗabb	Ɓiɓɓe ɓe no ɗabba *leemunaaji* ɗi.
tuubaakooɓe	*Ɓiɓɓe* ɓe no ɗabba tuubaakooɓe ɓe.
lamɗo	Lamɗo qo no *ɗabba* tuubaakooɓe ɓe.
fad	Lamɗo qo no fada *tuubaakooɓe* ɓe.
remooɓe	*Lamɗo* qo no fada remooɓe ɓe.
defowo	Defowo qo no *fada* remooɓe ɓe.
ɗabb	Defowo qo no ɗabba *remooɓe* ɓe.
gertooɗe	*Defowo* qo no ɗabba gertooɗe ɗe.
mbomri	Mbomri ndi no *ɗabba* gertooɗe ɗe.
yey	Mbomri ndi no yeya *gertooɗe* ɗe.
lekki	*Mbomri* ndi no yeya lekki ki.
dokotor	Dokotor qo no *yeya* lekki ki.
ɗabb	Dokotor qo no ɗabba *lekki* ki.
marse	*Dokotor* qo no ɗabba marse qo.
soldarooɓe	Soldarooɓe ɓe no *ɗabba* marse qo.
naat	Soldarooɓe ɓe no naata *marse* qo.
laana	*Soldarooɓe* ɓe no naata laana ka.
polisaaɓe	Polisaaɓe ɓe no *naata* laana ka.
yey	Polisaaɓe ɓe no yeya *laana* ka.
leemunaaji ɗi	Polisaaɓe ɓe no yeya leemunaaji ɗi.

h) Progressive Substitution Drill

Cue	Pattern
	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

i) Progressive Substitution Drill

Cue	Pattern
	Ɓeɗo ligga ton, haa jooni.
fad	Ɓeɗo pada ton, haa jooni.
jaŋgo	Ɓe padoto ton, haa jaŋgo.
lel	Ɓe leloto ton, haa jaŋgo.
haŋki	Ɓe leliino ton, haa haŋki.
won	Ɓe ŋgoniino ton, haa haŋki.
jooni	Ɓeɗo ŋgoni ton, haa jooni.
ligg	Ɓeɗo ligga ton, haa jooni.
faɓɓi-jaŋgo	Ɓe liggoto ton, haa faɓɓi-jaŋgo.
lel	Ɓe leloto ton, haa faɓɓi-jaŋgo.
heccihaŋki	Ɓe leliino ton, haa heccihaŋki.
fad	Ɓe padiino ton, haa heccihaŋki.
jooni	Ɓeɗo pada ton, haa jooni.
ligg	Ɓeɗo ligga ton, haa jooni.

R3.2 EXERCISES

a) Directed Response Exercises[1]

1. Instructor- Landu mo (student B), soo yiɗi yaade to saare jaŋgo.

Student A.- Aa yiɗi yaade to saare ma, jaŋgo?
Student B.- Eeyi! miɗo yiɗi yaade to saare am, jaŋgo.
Student A.- Eeyi! omo yiɗi yaade to saare, jaŋgo.

2. Instructor- Landu mo (student B), soo yiɗi [illegible] yaade saree, pur [illegible] [illegible]
[illegible]

Student A.- [illegible] yiɗi yaade saree, [illegible] [illegible] [illegible], pur [illegible] [illegible] [illegible]
Student B.- Eeyi! miɗo yiɗi yaade saree, pur [illegible] [illegible] [illegible]
Student A.- Eeyi! omo yiɗi yaade saree pur [illegible] [illegible] [illegible]

3. Instructor- Landu mo (student B), [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

Student A.- [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
Student B.- Eeyi! [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
Student A.- Eeyi! [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

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[1] In these exercises the instructor may substitute names of students for A, etc. The responses of students A and B may, of course, be other than those provided. Student A should put the question to student B as instructed, and repeat student B's answer to the instructor.

4. Instructor- Lamdu mo (student B), si ko to saare qo soodoyotaa maaro ko na?

Student A.- Ko to saare soodoyta maaro ko na?
Student B.- Qeeyi? ko to saare soodoytaami maaro ko.
Student A.- Qeeyi? ko to saare qo soodoytaa maaro ko.

5. Instructor- Lamdu mo)student B), ko waɗi qo sali qarde hagki to qaneq.

Student A.- Ko waɗi qa sali qarde to maɓɓe hagki.
Student B.- Qalaa? mi salaani, ko mi sellaano, ko ɗun waɗi.
Student A.- Qalaa? qo salaani, koo sellaano, ko ɗun waɗi.

6. Instructor- Lamdu ɓe (students B and C), si ko yooni ɓe ñjiɗi nabde nagge ŋge na?

Student A.- Ko yooni qon ñjiɗi nabde nagge ŋge na?
Student B or C- Qalaa? ko yegge qen ñjiɗi nabde ŋge.
Student A.- Qalaa? ko yegge ɓe ñjiɗi nabde ŋge.

7. Instructor- Haal mo (student B), soo waawi qo qere yegge, maq ñjaha to yeggirdumakko.

Student A.- Qa waawaq qarde yegge, qon ñjaha to yeggirdumon na?
Student B.- Qeeyi? mi waawaq qarde yegge, maq ñjaha to yeggirdugaaq.
Student A.- Qeeyi? qo waawaq qarde yegge, qon ñjaha to yeggirdumakko.

8. Instructor- Haal mo (student B), soo waawi, soo ñooyi saaɗe qo qere, maq ñjaha to dowgal ɓuɗɗo-dabbaqen.

Student A.- Qa waawaq qarde, qon ñjaha to dowgal[1] ɓuɗɗo-dabbaqakko.
Student B.- Qeeyi? mi waawaq qarde, maq ñjaha to dowgal ɓuɗɗo-dabbaqon.
Student A.- Qeeyi? qo waawaq qarde, qon ñjaha to dowgal ɓuɗɗo-dabbaqaa.

9. Instructor- Lamdu ɓe (other students), si ko [illegible] [illegible] ɗo [illegible].

Student A.- Ko [illegible] [illegible] ɗo [illegible] na?
Student B.- Qalaa? [illegible] maq [illegible] ɗo [illegible].
Student A.- Qalaa? [illegible] [illegible] [illegible] ɗo [illegible].

10. Instructor- Lamdu mo (student B), soo [illegible] [illegible] qo [illegible] [illegible].

Student A.- [illegible] [illegible] [illegible] to [illegible] [illegible]?
Student B.- Qalaa? mi [illegible] [illegible] to [illegible] [illegible].
Student A.- Qalaa? qo [illegible] [illegible] to [illegible] [illegible].

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[1] dowgal: 'building'

11. Instructor: [illegible] (student B), [illegible]

Student A.: [illegible]
Student B.: [illegible]
Student A.: [illegible]

12. Instructor: [illegible] (students), [illegible]

Student A.: [illegible]
Students = [illegible]
Student A.: [illegible]

13. Instructor: [illegible] (student B), [illegible]

Student A.: [illegible]
Student B.: [illegible]
Student A.: [illegible]

14. Instructor: [illegible] (student B), [illegible]

Student A.: [illegible]
Student B.: [illegible]
Student A.: [illegible]

15. Instructor: [illegible] (student B), [illegible]

Student A.: [illegible]
Student B.: [illegible]
Student A.: [illegible]

16. Instructor: [illegible] (student B), [illegible][1]

Student A.: [illegible]
Student B.: [illegible]
Student A.: [illegible]

17. Instructor: [illegible][2] [illegible]

Student A.: [illegible]
Student B.: [illegible]
Student A.: [illegible]

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[1] [illegible] 'White ([illegible])'
[2] [illegible] '[illegible]'

18. Instructor- Lamdu mo (student B), si ko haŋko tami kafahiqam.

Student A.- Ko qan jogi kafahimakko na?
Student B.- Qalaa↑ wonaa min jogi kafahimakko.
Student A.- Qalaa↑ wonaa kaŋko jogi kafahimaaɗa.

19. Instructor- Lamdu mo (student B), si ko kaŋko woni karamakko ɓiɗɗomaaɗa na?

Student A.- Ko qan woni karamokko ɓiɗɗoqam na?
Student B.- Qeeyi↑ ko min woni karamokko ɓiddomaa.
Student A.- Qeeyi↑ ko kaŋko woni karamokko ɓiddoqam.

20. Instructor- Lamdu mo (student B), si qomo waawi yeyande kam ŋgaariqam.

Student A.- Qaɗa waawi yeyde ŋgaarimakko na?
Student B.- Qeeyi↑ miɗo waawi yeyde ŋgaarimakko.
Student A.- Qeeyi↑ qomo waawi yeyde ŋgaarimaaɗa.

b) Free Response Exercise[1] (Ask two questions in response to each cue- one with a question word and one with /na/)

Cue	Response
1. Hombo yiyi talkuruqam.	1. (a) Hoto wallinɗaa ɗum. (b) Wonaa qo ɗo na?
2. Mi qandaa to lekkiqam qo woni?	2. (a) Hoto ŋgaccuɗaa ɗum? (b) Wonaa qo ɗo na?
3. Qo wiyiino qo qarata hande.	4. (a) Hombo? (b) Wonaa jaŋgo qo wiyiino na?
5. Mi yiyaani jaatigiqam hande fow.	5. (a) Honto qo yahi? (b) Qo wiyaani ma qo yahayno marse hande na?
6. Mi waawaa ñaamde hiirande nde.	6. (a) Ko hoɗum waɗi? (b) Ñaamri ndi welaani na?
7. Mi gaañi juŋgoqam.	7. (a) Honno gaañɗaa ɗum? (b) Ko hande na?
8. Goreeɓeqam fow ŋgalaa ɗo han.	8. (a) Honto ɓe ñjahi. (b) Ko to jaŋgirɗu ndu ɓe ñjahi na?
9. Be koɓe qanasaraaɓe.	9. (a) Hoto ɓe ŋgimmi? (b) Be koɓe musiiɓemaaɗa na?

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[1] In this exercise the instructor should accept any response which is appropriate to the situation presented. The printed responses are suggestive.

10. Be calı kam haalde kullemakko.	10. (a) Hoɓe calı ma haalde ɗum? (b) Ko kamɓe tan qandı kullemakko na?
11. Mı qandaa honto debbam yahı.	11. (a) Wonaa ko qan nelı mo na? (b) Ko honto qo wıyııno qo yahayno?
12. Reeduqam no muusa.	12. (a) Hoɗum ñaamɗaa? (b) Ko suubaka qo fuɗɗı muusde na?
13. Mı yeyı ŋgaarıqam.	13. (a) Hombo sooɗı ndı?, (b) Jelu ñjeyɗaa ɗum?, (c) Ko han ñjeyɗaa ɗum na?
14. Mı waawaa waɗde ɗum.	14. (a) Fewnude bıskalet na?, (b) Hoɗum qa waawaa waɗde.
15. Qo yıyaanı teerıqam.	15. (a) Teerımaa hombo? (b) Demba na? (a) Qarno to mon haŋkı na?
16. Mı qandaa qındemakko.	16. (a) Ceernomon na? (b) Ko qoya gorko mbıyataa?
17. Ɓe mbıyı ko Qamerıka qo qımmı.	17. (a) Debbo Demba na? (b) Ko kaŋko wonı karamokkomoɗon?
18. Mı waawaa qaddude ɗum.	18. (a) Ledde ɗe na? (b) Maa ko laana ka mbıyataa nıı?
19. Ko ɓe sappo.	19. (a) Hoɗum kaaltaa nıı? (b) Defte ɗe na?
20. Soldarooɓe mbarı mo.	20. (a) Hombo ɓe mbarı? (b) Lamɗo qo na?

UNIT 16

16.0 Dıalog: At The Butcher's

	-Yompa-	
teew [ŋgu] (tebbulı)		meat
buse [∅] (buseeɓe)		butcher
Buse, mıɗo yıɗı teew.		Butcher, I want meat.
	-Koba-	
lıbar [∅] (lıbaraaȷı)		pound (lb.)
Lıbaraaȷı ȷelu paalɗaa?		How many pounds do you want?
	-Yompa-	
ȷeegom		sıx
Jeegom, ɗum ko ȷelu?		Sıx, how much ıs that?
	-Koba-	
Dum wonay buuɗı ȷowı qe taransu.		That wıll be one pound one/ /twenty-one shıllıngs/
	-Yompa-	
ɓerende [nde] (ɓerɗe)		heart
Qawa↑mıɗo yıɗı ɓerende nde.		OK., I want the heart.
	-Koba-	
Qe hoɗum? Koyŋgal ŋgal paalɗaa kadı na?		And what [else]? Do you want the leg also?
	-Yompa-	
Qeeyı, ɗum kadı ko ȷelu?		Yes, that also ıs how much?
	-Koba-	
Mbuuɗu.		Four shıllıngs.
	-Yompa-	
beccal [ŋgal] (becce)		rıb, chop
Mıɗo yıɗı kadı becce ɗe.		I also want the rıbs.
	-Koba-	
Dum ko taransuuȷı tatı.		That ıs three shıllıngs (3/-).
	-Yompa-	
pıu		all, altogether
Be pıu wonay ȷelu?		All of them wıll be how much?
	-Koba-	
Sappo qe goqo, qaddu kaalıs.		That wıll be two pounds four shıllıngs. (44 shıllıngs). Gıve ('brıng') the money.

	-Yompa-	
yoɓ Mi waawaataa ma yoɓde ɗum.		pay I will not be able to pay you that.
	-Koba-	
Jelu mbaawɗaa?		How much can you afford?
	-Yompa-	
Buuɗi sappo.		Two pounds (40 shillings).
	-Koba-	
Mi jaɓi, qaddu kaalis qo.		I agree, bring the money.
	-Yompa-	
pañe [0] (pañeeji) Qa jaraama, miɗo qadda pañeqam.		basket, container Thank you, I am bringing my basket (container).

16.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

Cue	Pattern
	Buse, miɗo yiɗi teew.
baaba	Baaba, miɗo yiɗi teew.
deftere	Baaba, miɗo yiɗi deftere.
neene	Neene, miɗo yiɗi deftere.
maaro	Neene, miɗo yiɗi maaro.
kaw	Kaw, miɗo yiɗi maaro.
kappe	Kaw, miɗo yiɗi kappe.
gorgol	Gorgol, miɗo yiɗi kappe.
bantara	Gorgol, miɗo yiɗi bantara.
mawnirawo	Mawnirawo, miɗo yiɗi bantara.
kosam	Mawnirawo, miɗo yiɗi kosam.
baaba	Baaba, miɗo yiɗi kosam.
keɗam	Baaba, miɗo yiɗi keɗam.
neene	Neene, miɗo yiɗi keɗam.
ndiyam	Neene, miɗo yiɗi ndiyam.
kaw	Kaw, miɗo yiɗi ndiyam.
teew	Kaw, miɗo yiɗi teew.
buse	Buse, miɗo yiɗi teew.

b) Sımple Substıtutıon Drıll

New words:

ñalel	[ŋgel]	(ñale)	calf
horde	[nde]	(kore)	calabash
feccere	[nde]	(pecce)	half
haayre	[nde]	(kaaȷe)	stone
ŋguru	[ŋgu]	(gurı)	hıde, skın
padaī	[ŋgal]	(paɗe)	shoe
hofru	[ndu]	(koppı)	knee
mawŋgal	a large one (of /ŋgal/ class) [cf. mawɗo]		

Cue	Pattern
	Qawa, mıɗo yıɗı ɓerende nde.
koyŋgal ŋgal	Qawa, mıɗo yıɗı koyŋgal ŋgal.
hınere nde	Qawa, mıɗo yıɗı hınere nde.
ɓaawo ŋgo	Qawa, mıɗo yıɗı ɓaawo ŋgo.
ñalel ŋgel	Qawa, mıɗo yıɗı ñalel ŋgel.
meselal ŋgal	Qawa, mıɗo yıɗı meselal ŋgal.
pucu ŋgu	Qawa, mıɗo yıɗı pucu ŋgu.
mbabba mba	Qawa, mıɗo yıɗı mbabba mba.
paɗal ŋgal	Qawa, mıɗo yıɗı paɗal ŋgal.
hayre nde	Qawa, mıɗo yıɗı haayre nde.
hofru ndu	Qawa, mıɗo yıɗı hofru ndu.
ŋguru ŋgu	Qawa, mıɗo yıɗı ŋguru ŋgu.
feccere nde	Qawa, mıɗo yıɗı feccere nde.
deftere nde	Qawa, mıɗo yıɗı deftere nde.
nagge ŋge	Qawa, mıɗo yıɗı nagge ŋge.
horde nde	Qawa, mıɗo yıɗı horde nde.
mawŋgal ŋgal	Qawa, mıɗo yıɗı mawŋgal ŋgal.

c) Simple Phrasal-Substitution Drill

New words:		
	jeeɗiɗi	seven
	jeetati	eight
	jeenayi	nine

Cue	Pattern
	Qo wonay mbuuɗu qe taransu.
buuɗi ɗiɗi	Qo wonay buuɗi ɗiɗi qe taransu.
buuɗi tati	Qo wonay buuɗi tati qe taransu.
buuɗi nayi	Qo wonay buuɗi nayi qe taransu.
buuɗi jowi	Qo wonay buuɗi jowi qe taransu.
buuɗi jeegom	Qo wonay buuɗi jeegom qe taransu.
buuɗi jeeɗiɗi	Qo wonay buuɗi jeeɗiɗi qe taransu.
buuɗi jeetati	Qo wonay buuɗi jeetati qe taransu.
buuɗi jeenayi	Qo wonay buuɗi jeenayi qe taransu.
buuɗi sappo	Qo wonay buuɗi sappo qe taransu.
buuɗi sappo qe goqo	Qo wonay buuɗi sappo qe goqo qe taransu.
buuɗi sappo qe ɗiɗi	Qo wonay buuɗi sappo qe ɗiɗi qe taransu.
buuɗi sappo qe nayi	Qo wonay buuɗi sappo qe nayi qe taransu.
buuɗi sappo qe jowi	Qo wonay buuɗi sappo qe jowi qe taransu.
buuɗi sappo qe jeegom	Qo wonay buuɗi sappo qe jeegom qe taransu.
buuɗi sappo qe jeeɗiɗi	Qo wonay buuɗi sappo qe jeeɗiɗi qe taransu.
buuɗi sappo qe jeetati	Qo wonay buuɗi sappo qe jeetati qe taransu.
buuɗi nogas	Qo wonay buuɗi nogas qe taransu.

d) Simple Substitution Drill

New words:		
	yakku	break, spoil, undo
	war	kill

Cue	Pattern
	Jelu mbaawɗaa?
yiɗ	Jelu ñjiɗɗaa?
qadd	Jelu ŋgadduɗaa?
sood	Jelu cooɗaa?
yey	Jelu ñjeyɗaa?
ñaam	Jelu ñaamɗaa?
war	Jelu mbarɗaa?
yii	Jelu ñjiiɗaa?

	Jelu ñjiiɗaa?
wii	Jelu mbiiɗaa?
nab	Jelu nabɗaa?
taw	Jelu tawɗaa?
fewn	Jelu pewnuɗaa?
yakk	Jelu ñjakkuɗaa?

16.2 Note: Verbal Extension /-ondir/ - the 'Reciprocal' Form

Non ɓe calminondiri.	'So they greeted one another.'

This sentence illustrates the verbal extension /-ondir/ (occasionally /-indir/), carrying a sense of performing the action reciprocally -each to the other.

Other examples:

hool	'trust'	koolondira[1]	'trust one another'
qandu	'know'	ŋgandondira	'know one another'
yiid	'see together = see one another'	ñjiidondira	'see one another'

Note that in the last example the 'associative' extension [d], which already, in this case, has a reciprocal meaning, is present as well as /-ondir/. Note further that the reciprocal form always exhibits consonant alternation since reciprocity requires a plurality of actors.

Further examples:

qokku	'give'	ŋgokkondira	'give one another'
haal	'speak'	kaalondira	'speak to one another'
laar	'look'	ndaarondira	'look at one another'
taw	'find'	tawondira	'find one another'
nan	'hear'	nanondira	'hear one another'
fad	'await'	padondira	'wait for one another'
yey	'sell'	ñjeyondira	'sell to one another'

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[1] Note that the imperative form of verbs with this extension commonly occurs with the suffix /-a/ (a phenomenon we have previously noted with other verbal extensions [see 12.4, 13.4, 14.4 and also 6.4]).

16.3 Drılls on Verbal Extensıon /-ondır/, the 'Recıprocal' Form

a) Sımple Substıtutıon Drıll

Cue	Pattern
	Mın qe Samba ñȷııdondırı haŋkı.
qo	Mın qe qo ñȷııdondırı haŋkı.
neenemakko	Mın qe neenemakko ñȷııdondırı haŋkı.
ɓe	Mın qe ɓe ñȷııdondırı haŋkı.
qon	Mın qe qon ñȷııdondırı haŋkı.
kamɓe	Mın qe kamɓe ñȷııdondırı haŋkı.
kaŋko	Mın qe kaŋko ñȷııdondırı haŋkı.
baabamaa	Mın qe baabamaa ñȷııdondırı haŋkı.
mawɗo qo	Mın qe mawɗo qo ñȷııdondırı haŋkı.
qesırawoqam	Mın qe qesırawoqam ñȷııdondırı haŋkı.
karamokkomaɓɓe	Mın qe karamokkomaɓɓe ñȷııdondırı haŋkı.
lamɗo qo	Mın qe lamɗo qo ñȷııdondırı haŋkı.
dokotormaa	Mın qe dokotormaa ñȷııdondırı haŋkı.
taanırawomakko	Mın qe taanırawomakko ñȷııdondırı haŋkı.
ȷaatıgı Demba	Mın qe ȷaatıgı Demba ñȷııdondırı haŋkı.
Samba	Mın qe Samba ñȷııdondırı haŋkı.

b) Sımple Substıtutıon Drıll

Cue	Pattern
	Mın qe Samba ñȷııdondırı haŋkı bımbı.
ȷaab	Mın qe Samba ȷaabondırı haŋkı bımbı.
haal	Mın qe Samba kaalondırı haŋkı bımbı.
salmın	Mın qe Samba calmınondırı haŋkı bımbı.
taw	Mın qe Samba tawondırı haŋkı bımbı.
laar	Mın qe Samba ndaarondırı haŋkı bımbı.
fad	Mın qe Samba padondırı haŋkı bımbı.
qokk	Mın qe Samba ŋgokkondırı haŋkı bımbı.
yey	Mın qe Samba ñȷeyondırı haŋkı bımbı.
yıı	Mın qe Samba ñȷııdondırı haŋkı bımbı.
yaa	Mın qe Samba ñȷaadondırı haŋkı bımbı.

c) Progressive Substitution Drill

New word:
subaka [ø] (subakaaji) dawn, early morning

Cue	Pattern
	Ko kaŋko qe baabaqam ŋgokkondiri haŋki bimbi.
Demba	Ko Demba qe baabaqam ŋgokkondiri haŋki bimbi.
kaŋko	Ko Demba qe kaŋko ŋgokkondiri haŋki bimbi.
Salmin	Ko Demba qe kaŋko calminondiri haŋki bimbi.
hande	Ko Demba qe kaŋko calminondiri hande bimbi.
ñalloma	Ko Demba qe kaŋko calminondiri hande ñalloma.
min	Ko min qe kaŋko calminondiri hande ñalloma.
ɓe	Ko min qe ɓe calminondiri hande ñalloma.
yii	Ko min qe ɓe ñjiidondiri hande ñalloma.
heccihaŋki	Ko min qe ɓe ñjiidondiri heccihaŋki ñalloma.
jemma	Ko min qe ɓe ñjiidondiri heccihaŋki jemma.
qo	Ko qo qe ɓe ñjiidondiri heccihaŋki jemma.
kamɓe	Ko qo qe kamɓe ñjiidondiri heccihaŋki jemma.
fad	Ko qo qe kamɓe padondiri heccihaŋki jemma.
haŋki	Ko qo qe kamɓe padondiri haŋki jemma.
subaka	Ko qo qe kamɓe padondiri haŋki subaka.
ɓe	Ko ɓe qe kamɓe padondiri haŋki subaka.
meŋ	Ko ɓe qe meŋ padondiri haŋki subaka.
haal	Ko ɓe qe meŋ kaalondiri haŋki subaka.
hande	Ko ɓe qe meŋ kaalondiri hande subaka.
kiikiiɗe	Ko ɓe qe meŋ kaalondiri hande kiikiiɗe.
qon	Ko qon qe meŋ kaalondiri hande kiikiiɗe.
qo	Ko qon qe qo kaalondiri hande kiikiiɗe.
yaad	Ko qon qe qo ñjaadondiri hande kiikiiɗe.
heccihaŋki	Ko qon qe qo ñjaadondiri heccihaŋki kiikiiɗe.
bimbi	Ko qon qe qo ñjaadondiri heccihaŋki bimbi.
kaŋko	Ko kaŋko qe qo ñjaadondiri heccihaŋki bimbi.
baabaqam	Ko kaŋko qe baabaqam ñjaadondiri heccihaŋki bimbi.
qokk	Ko kaŋko qe baabaqam ŋgokkondiri heccihaŋki bimbi.
haŋki	Ko kaŋko qe baabaqam ŋgokkondiri haŋki bimbi.

d) Sımple Substıtutıon-Transformatıon Drıll (Sımple to Recıprocal Form)

Cue	Pattern 1	Pattern 2
	Qo salmını kam.	Meŋ calmınondırı.
yıı	Qo yıyı kam.	Meŋ ñjııdondırı.
fad	Qo fadı kam.	Meŋ padondırı.
qokk	Qo qokkı kam.	Meŋ ŋgokkondırı.
nan	Qo nanı kam.	Meŋ nanondırı.
qand	Qo qandı kam.	Meŋ ŋgandondırı.
gaañ	Qo ɗabbı kam.	Meŋ ɗabbondırı.
laar	Qo laarı kam.	Meŋ ndaarondırı.
yawt	Qo yawtı kam.	Meŋ ñjawtondırı.
hool	Qo hoolı kam.	Meŋ koolondırı.
yıɗ	Qo yıɗı kam.	Meŋ njııɗondırı.

e) Progressıve Substıtutıon-Transformatıon Drıll (Sımple to Recıprocal Form)

Cue	Pattern 1	Pattern 2
	Qo salmını ɓe.	Ɓe calmınondırı.
mı	Mı salmını ɓe.	Meŋ calmınondırı.
yıı	Mı yıyı ɓe.	Meŋ ñjııdondırı.
qon	Mı yıyı qon.	Meŋ ñjııdondırı.
ɓe	Ɓe ñjıyı qon.	Qon ñjııdondırı.
fad	Ɓe padı qon.	Qon padondırı.
ma	Ɓe padı ma.	Qon padondırı.
qen	Qen padı ma.	Meŋ padondırı.
ɗabb	Qen ɗabbı ma.	Meŋ ɗabbondırı.
qon	Qen ɗabbı qon.	Meŋ ɗabbondırı.
qo	Qo ɗabbı qon.	Qon ɗabbondırı.
qand	Qo qandı qon.	Qon ŋgandondırı.
ma	Qo qandı ma.	Qon ŋgandondırı.
mı	Mı qandı ma.	Meŋ ŋgandondırı.
nan	Mı nanı ma.	Meŋ nanondırı.
mo	Mı nanı mo.	Meŋ nanondırı.
qo	Qo nanı mo.	Ɓe nanondırı.
salmın	Qo salmını mo.	Ɓe calmınondırı.

16.4 Note: The 'Transformational' Verbal Extension [-w/-n] and the 'Causative' Verbal Extension [-(i)n].

A. [-w/-n] The Transformational Extension

In 8.1, where the verbal infinitive *ɓawlude*, 'to become black', was introduced, we noted that the /w/ represents a verbal extension which is added to some of the relatively rare adjectival roots of Fula to produce verbs meaning 'to become ____', 'to get ____'. Such verbs are normally inflected in the Middle Voice, which denotes actions done essentially *of* and/or *to* oneself. We there noted that this /w/ commonly undergoes metathesis (exchanging of places) with the root-final consonant, giving *ɓawlude* from *ɓal* + /w/.

In 13.0 the root *ran* 'white' was introduced. Both these roots, *ɓal* and *ran*, occur as adjectival stems with the suffix /e/:

ɓalejo	'black one'	(of [qo] class)
ranewu	'white one'	(of [ŋgu] class)

The root *ran* also underlies a verb base: *ranwu* (or *rawnu*) 'become white'.

The use of this extension is restricted by the paucity of adjectival roots proper. Even such concepts as 'good' and 'bad', where we might expect adjective roots, are expressed in Fula by verbs - like *moɗɗyude* 'to be good.'

Compare:	Ko mi ɓalejo.	'I'm a black man.'
	Ɗum no moɗɗyi.	'That's good.' (Stative form of the verb)

Adjectival roots which end in /w/ are extended to make verb bases signifying 'to become ____' by the addition of a suffix /n/. This suffix may be related historically to the verbal extension [-(i)n], 'causative' (see B below), but in practive this /n/ behaves like the /w/ extension.

Note the root *maw* 'big' as in:

mawɗo	'a big one'	(of the [qo] class)
mawŋgal	'a big one'	(of the [ŋgal] class)
mawŋgu	'a big one'	(of the [ŋgu] class) etc.

This root is made into a verb base, *mawnu* 'get big', 'grow up' by the addition of /n/.

Another example is *yawno* 'be quick!' from a root *yaw* 'quick, fast'. Note that these forms too, are commonly inflected in the Middle Voice.

B. [-(i)n] 'Causative'

This extension has occurred as the suffix distinguishing *gayn-* 'finish' from *gas-* 'come to an end'. (The change of /s/ to /y/ is not obligatory [*gasn-* also occurs], is unique to this root, and irrelevant to this discussion.) In this case the extension produces a transitive verb from an intransitive one:

Haalaa gasi. 'The talk is finished'

Mi gayni ɗum. 'I finished it.'

In a certain number of examples, especially after such 'liquid' consonants as /l/, /r/, /y/, /w/, the form of this suffix is /-n/, as in gayn-. But in the majority of cases, always after stops and after two contiguous consonants, it is /-in/.

When this extension is suffixed to intransitive verbs the resultant form is an appropriate transitive:

gas-	'come to an end'	gayn-	'finish'
ɗaan-	'sleep'	ɗaanin-	'put asleep'
lel	'rest'	leln-	'cause to rest'
mawn-	'get big'	mawnin-	'enlarge, make grow'
bawl-	'become black'	bawlin-	'blacken'
rawn-	'get white'	rawnin-/ rannin-	'whiten, bleach'
moɗɗy-	'be good'	moɗɗyin-	'improve, repair'

When this extension is suffixed to transitive verbs the resultant form denotes commonly that another actor has entered the picture to cause the performance of the action.

jaŋg-	'read, study'	jaŋgin-	'teach'
naat-	'enter'	naatin-	'cause to enter, take/ bring in, enroll
qand-	'know'	qandin-	'inform'
qadd-	'bring'	qaddin-	'have ___ bring'

With a certain number of roots two distinct causative forms are possible. From the root yaw- 'quick', mentioned in A above, a causative yawin- occurs de denoting 'make quick' as in:

Yawin ɗum! 'Speed it (a thing or process) up.'

from the base yawn- 'hurry up.' occurs a causative, yawnin- as in:

Yawnin mo! 'Make him hurry up.'

In this case the distinction is between causing some inanimate, unmotivated object to be fast or quick and causing some animate being to hurry. The first requires, presumably, the application of physical force, the second of persuasion to greater exertion. Thus speeding up a bicycle would require yawin-, while speeding up a donkey would require yawnin-.

Occasionally a true 'double causative' is encountered. For example, from gayn- 'finish' derives gaynin- 'get finished'.

Mi gaynini ɗum. 'I got it finished.'

Imperative forms of verb bases with the causative extension commonly (but not unvariably) occur with the suffix /-a/:

Jangina mo!
   also: Jangin mo! 'Teach him.'

Bawlina ɗum!
   also: Bawlin ɗum! 'Blacken it.'

Naatina mo to jaŋgurdu ndu!
   also: Naatin mo to jaŋgurdu ndu! 'Enter him in the school.'

There occurs also, from the verb root *waal*, an anomalous phonetic change (/aa/ to /a/ and /l/ to /ll/) before this extension, giving the verb base *wallin* 'lay, put down'. There seems to be no satisfactory explanation of this shift. The student must be careful not to confuse this with the verb root *wall* 'help' and its derivatives.

16.5 The Causative Verbal Extension /in/

New word:	tin	perceive, sense, understand

a) Progressive Substitution Drill

Cue	*Pattern*
-	Si Qalla jaɓi, *mi* moɗɗyinat ma ɗum hande.
qo	Si Qalla jaɓi, qo *moɗɗyina*t ma ɗum hande.
qimmin	Si Qalla jaɓi, qo qimminat *ma* ɗum hande.
mo	Si Qalla jaɓi, *qo* qimminat mo ɗum hande.
ɓe	Si Qalla jaɓi, ɓe *ŋgimmina*t mo ɗum hande.
jaŋgin	Si Qalla jaɓi, ɓe jaŋginat *mo* ɗum hande.
meŋ	Si Qalla jaɓi, *ɓe* jaŋginat meŋ ɗum hande.
qo	Si Qalla jaɓi, qo *jaŋgina*t meŋ ɗum hande.
tinin	Si Qalla jaɓi, qo tininat *meŋ* ɗum hande.
qon	Si Qalla jaɓi, *qo* tininat qon ɗum hande.
meŋ	Si Qalla jaɓi, meŋ *tinina*t qon ɗum hande.
moɗɗyin	Si Qalla jaɓi, meŋ moɗɗyinat *qon* ɗum hande.
ma	Si Qalla jaɓi, *meŋ* moɗɗyinat ma ɗum hande.
mi	Si Qalla jaɓi, mi moɗɗyinat ma ɗum hande.

b) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı waɗı haa qo ȷaŋgını kam ɗum.
qa	Qa waɗı haa *qo* ȷaŋgını kam ɗum.
ɓe	Qa waɗı haa ɓe *ȷaŋgını* kam ɗum.
tının	Qa waɗı haa ɓe tınını *kam* ɗum.
ma	*Qa* waɗı haa ɓe tınını ma ɗum.
qo	Qo waɗı haa *ɓe* tınını ma ɗum.
meŋ	Qo waɗı haa meŋ *tınını* ma ɗum.
qımmın	Qo waɗı haa meŋ qımmını *ma* ɗum.
mo	*Qo* waɗı haa meŋ qımmını mo ɗum.
qon	Qon mbaɗı haa *meŋ* qımmını mo ɗum.
qen	Qon mbaɗı haa qen *qımmını* mo ɗum.
qandın	Qon mbaɗı haa qen qandını *mo* ɗum.
ɓe	*Qon* mbaɗı haa qen qandını ɓe ɗum.
ɓı	Ɓe mbaɗı haa *qen* gandını ɓe ɗum.
qa	Ɓe mbaɗı haa qa *gandını* ɓe ɗum.
moɗɗyın	Ɓe mbaɗı haa qa moɗɗyını *ɓe* ɗum.
kam	*Ɓe* mbaɗı haa qa moɗɗyını kam ɗum.
mı	Mı waɗı haa *qa* moɗɗyını kam ɗum.
qo	Mı waɗı haa qo *moɗɗyını* kam ɗum.
ȷaŋgın	Mı waɗı haa qo ȷaŋgını kam ɗum.

16.8 NARRATIVE

New words:

yas/yası	outsıde, outsıde of
ɓawlı kırım	black as black can be, coal black
tıgı	real, really; even
rutto	return to base, turn back
te	and
ɓaŋ/ɓam	take, appropriate
bıskalet [0] (bıskaletȷı)	bıcycle
dyeŋ	clımb, rıde
dow	up, on, top, above
dog	run
dognu	make to run
qustu	reduce [prıce], come down
par	get done, fınısh

Demba qe Buse qo

Qo waɗı subaka gooto, tawı Yompa qe debbomakko, ɓeɗo he suudumaɓɓe. Nden Yompa qımmı, yaltı, laarı yası, qontuma qadunaru ndu fow no ɓawlı kırım he dule. Tawı ndıyam ɗam no toɓa he doole. Non qo ruttı to nder suudumaɓɓe, qo wıyı debbomum, kaŋko waawataa yaade lıggaade to ŋgesamum qonñan, te qo qandaa koo waɗata he galle nde. Non debbomum wıyı mo, qawa koo waɗtaa, yoo ɓaŋ bıskaletmakko, qo yaha marse sooɗde teew. Yompa nden qımmı, baŋı bıskaletmum, ɗyeŋı he dow ɗum, qawa dognı ɗum haa to marse qo. Qo tawı ton goɗɗo wıyete Koba, ko qon wonı buse qo. Qo wıyı mo, qomo yıɗı teew. Tuma Koba lamdı mo ko lıbaraaȷı ȷelu qo yıɗı sooɗde, qo wıyı qon, qomo yıɗı ȷeegom. Nden kadı qo lamdı coggu koyŋgal ŋgal qe becce ɗe. Koba haalanı mo cogguulı ɗı ɗe fow, non qo wıyı Koba yoo qustan mo seeɗa, qon ȷaɓı, qawa qo sooɗı ɗe, qawa tuma qo parı, qo baŋı bıskaletmum kadı, qo hootı to gallemaɓɓe.

16.9 Questıons for Dıscussıon

1. Hombo yıɗı sooɗde teew he ȷaŋgo buse qo qonñan?
2. Koba qe Yompa hombo wonı buse ɗıɗo qo?
3. Lıbaraaȷı ȷelu Yompa yıdııno sooɗde he ȷuŋgo buse qo?
4. Ko ȷelu Yompa yoɓı ȷom buse qo he lıbaraaȷı ȷeegom teew qo sooɗı he ȷuŋgomum?
6. Hoɗum kadı qo sooɗı he ȷuŋgomakko.
7. Jelu wonı coggu becce ɗe, Yompa sooɗııno?
8. Yompa sooɗııno koyŋgal ŋgal na?
9. Tuma buse qo wıyı Yompa yoo yoɓ mo buuɗı sappo, Yompa wıyııno hunde, ko hoɗum qo haalı buse qo?
10. Ko ȷelu Yompa wıyııno buse qo ko ɗum qo waawataa yoɓde mo?
11. Buse qo ȷaɓııno na he haalaa Yompa na, maa ȷaɓaanııno?

NOTES

UNIT 17

17.0 Dialog: Kumba's Child is Cold

	-Kumba-	
luɓ		lend
wudere [nde] (gude)		'Pagne' -a loin-cloth worn by women
mur		cover (with cloth/blanket)
ɓiŋgel [ŋgel] (ɓikon)		child, little offspring
Fatu, luɓam wuderemaa, mi mura ɓiŋgelqam.		Fatu, lend me your cloth so I may cover my child up.
	-Fatu-	
Ko hoɗum? Kori qo fawaani?		What is it? [I] hope she is not sick?
	-Kimba-	
jaaŋgo		be cold, get cold, be chilled
Qalaa, qo fawaani, kono mi sikki qo jaaŋgaama.		No, she's not sick, but I think she has been chilled.
	-Fatu-	
muynu		nurse, suckle (intransitive)
muynin		make nurse, give the greast to
ɗaanaaki		has not slept
Fad, miɗo muynina ɓiɗɗoqam. Kaŋko kadi, gila haŋki, qo ɗaanaaki.		Wait, I am nursing my child. He too, hasn't gotten any sleep since yesterday.
	-Kumba-	
qendu [ndu] (qenɗi)		breast
Min de, hande fow, ɓiŋgelqam sali muynude, qenduqam.		As for me, all today, my child has refused to suck my breast.
	-Fatu-	
taaqam[1]		my own
yahante		[is] going to go for you
Qawa ↑ si mi ɗaanini taaqam, mi yahante marse, mi sooɗana mo, keɗam nani?		All right, when I've put mine to sleep I'm going to go to market for you, and buy him milk, (you) hear?

---

[1] Also: taamaa 'your own', taamakko 'his own', etc.

-Kumba-

hakkil [Ø] (hakkileeji)	sense, intelligence, attention
Qaa ↑ ɗum moɗɗyete pur makko. Qa jaaraama. Qan ɓuri kam heɓde hakkil moɗɗyo.	Ah! that will be good for him. Thanks, you have more sense than I. ('you exceed me to have good sense.')
ɗo qe	between now and ...
defante	will cook for you
ñaltaari [ndi] (ñaltaaɗe)	afternoon snack (primarily for children)
Qawa ↑ ɗo qe tuma ŋgartaa, min kadi, mi defante ñaltaarimaaɗa.	And, between now and the time you return, as for me, I'll cook for you your afternoon snack.

-Fatu-

tamp	be tired
tampin	tire, cause to get tired
hooremaa[1]	yourself
Wotaa tampina hooremaa he ɗum. Mi ɓooyataa ton, joo mi qartaa.	Don't trouble yourself with that. I won't be there·long I'll come come back soon.

17.1 Variation Drills on Basic Sentences

New words:

wallu	help, aid, assist
heeg	be hungry
ɗomɗo	be thirsty
naŋgu	hold, catch, seize
dar	stand, stop, remain standing
loot	wash

a) Simple Substitution Drill

Cue	Pattern
	Luɓam wuderemaa, mi mura ɓiŋgelqam.
qokk	Qokkam wuderemaa, mi mura ɓiŋgelqam.

---

[1] Also: hooreqam 'myself', hooremakko 'himself', etc.

	Qokkam wuderemaa, mı mura ɓıŋgelqam.
laar	Laaranam[1] wuderemaa, mı mura ɓıŋgelqam.
holl	Hollam wuderemaa, mı mura ɓıŋgelqam.
wall	Wallam wuderemaa, mı mura ɓıŋgelqam.
qadd	Qaddanam[1] wuderemaa, mı mura ɓıŋgelqam.
luɓ	Luɓam wuderemaa, mı mura ɓıŋgelqam.

b) Sample Sentences

Qalaa↑ qo fawaanı, kono mı sıkkı qo ɟaaŋgaama.
Qalaa↑ qo heegaanı, kono mı sıkkı qo ɗomɗaama.
Qalaa↑ qo ɗaanaanı, kono mı sıkkı qo tampııma.
Qalaa↑ qo maayaanı, kono mı sıkkı qo fawaama.
Qalaa↑ qo naamaanı, kono mı sıkkı qo heegaama.
Qalaa↑ qo yaraanı, kono mı sıkkı qo ɗomɗaama.
Qalaa↑ qo ɟooɗaanı, kono mı sıkkı qo tampııma.

c) Sımple Substıtutıon Drıll

Cue	Pattern
	Mı sooɗana mo keɗam?
qo	Qo sooɗana mo keɗam?
ɓe	Ɓe cooɗana mo keɗam?
meŋ	Meŋ cooɗana mo keɗam?
qon	Qon cooɗana mo keɗam?
qa	Qa sooɗana mo keɗam?
qen	Qen cooɗana mo keɗam?
kaŋko	Kaŋko sooɗana mo keɗam?
kamɓe	Kamɓe cooɗana mo keɗam?
mı	Mı sooɗana mo keɗam?

d) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı sooɗana mo keɗam?
qo	Qo sooɗana mo keɗam?
ma	Qo sooɗana ma keɗam?
meŋ	Meŋ cooɗana ma keɗam?
qon	Meŋ cooɗana qon keɗam?
ɓe	Ɓe cooɗana qon keɗam?

---

[1] Note that laar and qadd requıre the [-an] verbal extensıon ('for, on behalf of') before the suffıx /-am/.

	Ɓe cooɗana qon keɗam?
kam	Ɓe cooɗana kam keɗam.
qon	Qon cooɗana kam keɗam.
mo	Qon cooɗana mo keɗam.
mi	Mi sooɗana mo keɗam?

e) Simple Substitution Drill

Cue	Pattern
	Mi ɗaaninay taaqam.
-makko	Mi ɗaaninay taamakko.
-maɓɓe	Mi ɗaaninay taamaɓɓe.
-maaɗa	Mi ɗaaninay taamaaɗa.
-meeɗen	Mi ɗaaninay taameeɗen.
-moɗon	Mi ɗaaninay taamoɗon.
-qam	Mi ɗaaninay taaqam.

f) Progressive Substitution Drill

Cue	Pattern
	Mi ɗaaninay taaqam.
qo	Qo ɗaaninay taaqam.
-makko	Qo ɗaaninay taamakko.
qon	Qon ɗaaninay taamakko?
-maɓɓe	Qon ɗaaninay taamaɓɓe?
ɓe	Ɓe ɗaaninay taamaɓɓe.
-maaɗa	Ɓe ɗaaninay taamaaɗa.
meŋ	Meŋ ɗaaninay taamaaɗa.
-mon	Meŋ ɗaaninay taamon.
qo	Qo ɗaaninay taamon.
-qam	Qo ɗaaninay taaqam.
mi	Mi ɗaaninay taaqam.

g) Progressive Substitution Drill

Cue	Pattern
	Mi yahanay ma marse.
qo	Qo yahanay ma marse.
qon	Qo yahanay qon marse.
qen	Qen ñjahanay qon marse.
mo	Qen ñjahanay mo marse.
meŋ	Meŋ ñjahanay mo marse.
ma	Meŋ ñjahanay ma marse.
ɓe	Ɓe ñjahanay ma marse.

	Ɓe ñjahanay ma marse.
mo	Ɓe ñjahanay mo marse.
mi	Mi yahanay mo marse.
ma	Mi yahanay ma marse.

h) Simple Substitution Drill

Cue	Pattern
	Ɗum moɗɗyete pur kaŋko.
qan	Ɗum moɗɗyete pur qan.
qon	Ɗum moɗɗyete pur qon.
ɓe	Ɗum moɗɗyete pur ɓe.
qo	Ɗum moɗɗyete pur qo.
qen	Ɗum moɗɗyete pur qen.
meŋ	Ɗum moɗɗyete pur meŋ.
kamɓe	Ɗum moɗɗyete pur kamɓe.
kaŋko	Ɗum moɗɗyete pur kaŋko.

i) Simple Substitution Drill

Cue	Pattern
	Mi ɗaanini taaqam.
-makko	Mi ɗaanini taamakko.
-maɓɓe	Mi ɗaanini taamaɓɓe.
-moɗon	Mi ɗaanini taamoɗon.
-meeɗen	Mi ɗaanini taameeɗen.
-maaɗa	Mi ɗaanini taamaaɗa.
-qam	Mi ɗaanini taaqam.

j) Progressive Substitution Drill

Cue	Pattern
	Mi ɗaaninay taaqam.
qo	Qo ɗaaninay taaqam.
-makko	Qo ɗaaninay taamakko.
ɓe	Ɓe ɗaaninay taamakko.
-moɗon	Ɓe ɗaaninay taamoɗon.
meŋ	Meŋ ɗaaninay taamoɗon.
-maɓɓe	Meŋ ɗaaninay taamaɓɓe.
qen	Qen ɗaaninay taamaɓɓe.
-maaɗa	Qen ɗaaninay taamaaɗa.
qo	Qa ɗaaninay taamaaɗa?
-maɓɓe	Qa ɗaaninay taamaɓɓe?
qon	Qon ɗaaninay taamaɓɓe?
-makko	Qon ɗaaninay taamakko?
mi	Mi ɗaaninay taamakko.

k) Sımple Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Wotaa tampına hooremaa be ɗum.
qo	Wotaa qo tampına hooremakko he ɗum.
qon	Wotaa qon tampına koqemoɗon he ɗum.
ɓe	Wotaa ɓe tampına koqemaɓɓe he ɗum.
meŋ	Wotaa meŋ tampına koqemeeɗen he ɗum.
qa	Wotaa tampına hooremaa he ɗum.

l) Sımple Substıtutıon Drıll

Cue	Pattern
	Wotaa tampına hooremaa he ɗum.
fıı makko	Wotaa tampına hooremaa he fıımakko.
teerıqam	Wotaa tampına hooremaa he fıı teerıqam.
maɓɓe	Wotaa tampına hooremaa he fıımaɓɓe.
qam	Wotaa tampına hooremaa he fııqam.
meeɗen	Wotaa tampına hooremaa he fıımeeɗen.
makko	Wotaa tampına hooremaa he fıımakko.
ɗum	Wotaa tampına hooremaa he fıı ɗum.

m) Sımple Substıtutıon Drıll

Cue	Pattern
	Qo ɗaanaakı gıla haŋkı.
ñaamaakı	Qo ñaamaakı gıla haŋkı.
ȷooɗaakı	Qo ȷooɗaakı gıla haŋkı
ɗomɗaakı	Qo ɗomɗaakı gıla kaŋkı.
lıggaakı	Qo lıggaakı gıla kaŋkı.
ȷaaŋgaakı	Qo ȷaaŋgaakı gıla kaŋkı.
heegaakı	Qo heegaakı gıla haŋkı.
naŋgaakı	Qo naŋgaakı gıla haŋkı.
daraakı	Qo daraakı gıla haŋkı.
yaraakı	Qo yaraakı gıla haŋkı.
lootaakı	Qo lootaakı gıla haŋkı.
qımmaakı	Qo qımmaakı gıla haŋkı.

17.2 The Negatives of the Middle and Passive Voices (I)

In 7.2 it was noted that negatives in Fula are characterized by the suffix /-aa/. In 12.2 a review of active negative forms occurs.

In the Middle and Passive Voices, negatives occur with the suffix /-aa/ plus a consonant, /k/, plus the appropriate stem vowel for the perfective or imperfective of the voice. Remember that the stem vowels for the three voices are:

	A.V.	M.V.	P.V.
Perfective	-i	-i	-a
Imperfective	-a	-o	-e

Recall also that the liason consonant for the negative perfective in the active voice is /n/. Thus the following combinations of suffixes occur in the negative forms:

	A.V.	M.V.	P.V.
Perfective:	-aani	-aaki	-aaka
Preterit:	-áanino	-áakino	-áakano
Imperfective:			
Simple:	-aa	-aako	-aake
Preterit:	-aano	-áakono	-áakeno
Potential/Habitual:	-(a)taa[1]	-(o/a)taako	-(e/a)taake
Preterit:	-(a)taano	-(o/a)táakono	-(e/a)táakeno

In 16.0 above occurs this sentence:

1. Kaŋko kadi, gila haŋki qo ɗaanaaki. 'He, too, hasn't gotten any sleep since yesterday.'

This sentence illustrates a perfective negative in the Middle Voice. Note that the verb 'sleep' in English is intransitive. Many such intransitive concepts are commonly rendered by verbs inflected in the Middle Voice in Fula. The concept here is that getting some sleep is something one does for oneself. The sentence would also be perfectly possible with a Passive Voice form:

2. Kaŋko kadi, gila haŋki qo ɗaanaaka. 'He, too, hasn't been overcome by slumber since yesterday.'

Note that the translation of this passive form is a bit unnatural. The concept here is that sleep/slumber is something which can come upon one without the exercise of one's volition. To give this sense when the 'actor' is inanimate we must in English use some such verbals as 'experience', 'be taken by', 'be overcome by', 'undergo', etc.

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[1] The stem vowel preceding /-taa/ in potential/habitual negative forms is often assimilated to the following /-aa/ (becoming /a/), or omitted completely in pronunciation.

Imperfective negatives of the Middle and Passive Voices are rather specialized in usage and potentially confusing, but a clear understanding of them will help clear up any lingering confusion concerning these two 'voices', which operate quite differently than do any English forms which might be used to translate them in various contexts.

First, let us review the differences between perfective and imperfective negative forms in the Active Voice:

Perfective:			
Preterit:	3.	Mi yaraani.	'I haven't [yet] drunk.'
	4.	Mi yaráanino.	'I hadn't [yet] drunk.'
Imperfective:			
Simple:	5.	Mi yaraa.	'I didn't drink.' (during some recent period, commonly up to and through the present)
Preterit:	6.	Mi yaraano.	'I didn't drink.' (during some period in the past), 'I hadn't drunk.'
Potential/Habitual	7.	Mi yarataa.	'I'm not going to drink.', 'I don't drink ___.', 'I'm not drinking.'
Preterit:	8.	Mi yarataano.	'I would not have drunk.'

In the perfective forms the action (or state) is stated not to have occurred to the date under consideration - that is, the non-performance is, in some sense, complete. No prediction is made about what happens henceforth. In the simple imperfective, the non-occurrence is presumed to be continuous through the period under discussion and, presumably, continuing into the future. In the potential/habitual forms the non-performance is predicted for the future period either as a result of present decision or of habitual practice. Of course, the preterit suffix has the function of putting the period under discussion back in time so that the time point of reference is not the present (or some specified past or future point) but is a point preceding such specified moment of time.

Now, let us turn to the Middle Voice (MV) and Passive Voice (PV), in which the situation is similar but a little harder to grasp. Since the PV is easier to comprehend than the MV, we take it up first.

Passive Voice

The general sense of the PV is that the action is exercised in some sense upon the grammatical subject.

9. Qo ndiyam yaraaka. 'This water has not [yet] been drunk.'

10. Qo ndiyam yaraákano. 'This water had not [yet] been drunk.'

11. Qo ndiyam yaraake. 'This water was not drunk. (all through the recent period under discussion, commonly up to and through the present)

12. Qo ndiyam yaraákeno. 'This water was not drunk.' (all through a past period)

13. Qo ndiyam yarataake. 'This water is not to/will not be drunk.' (drinking it is impossible or forbidden)

14. Qo ndiyam yarataákeno. 'This water would not have been drunk.'

The translation of the verb in the above sentences is not particularly difficult since 'drink' is a transitive verb in English. Where the English gloss for the verb is intransitive, translation (and, perhaps, comprehension) of the PV constructions in Fula becomes more difficult:

15. Qo laawol yahaaka. 'This road has not [yet] been taken.' ('This road has not been gone [by]')

16. Qo laawol yahaake. 'This road was not taken.' during the period under discussion)

17. Qo laawol yahataake. 'This road is not to be taken.' (Going by this road is impossible or forbidden)

17.3 Grammar Drills on Passive Negatives

New words:	femɓu	shave
	tooñ	ccerce, oppress, offend, be unjust to
	yaaf	forgive
	ɓorno	dress, put on (garment), wear

a) Simple Substitution-Transformation Drill (Positive to Negative)

Cue	Pattern 1	Pattern 2	Translation of Pattern 2
	Mi heegaama.	Mi heegaaka.	'I'm not hungry.' ('I've not been overcome by hunger.')
ɗomɗ	Mi ɗomɗaama.	Mi ɗomɗaaka.	'I'm not thirsty.'
naŋg	Mi naŋgaama.	Mi naŋgaaka.	'I've not been seized.'
femb	Mi fembaama.	Mi fembaaka.	'I've not been shaved.'
gaañ	Mi gaañaama.	Mi gaañaaka.	'I've not been wounded.'
loot	Mi lootaama.	Mi lootaaka.	'I've not been washed.'
yaaf	Mi yaafaama.	Mi yaafaaka.	'I've not been forgiven.'

	Mi yaafaama.	Mi yaafaaka.	'I've not been forgiven.'
jaar	Mi jaaraama.	Mi jaaraaka.	'I've not been thanked.'
fii	Mi fiyaama.	Mi fiyaaka.	'I've not been struck.'
tooñ	Mi tooñaama.	Mi tooñaaka.	'I've not been offended.'
ɓorn	Mi ɓornaama.	Mi ɓornaaka.	'I've not been dressed.'

b) Simple Substitution-Transformation Drill (Positive to Preterit Negative [with tawo])

Cue	Pattern 1	Pattern 2	Translation of Pattern 2
	Tawo qo heegáamano.	Tawo qo heegáakano.	'[At that time] he hadn't yet been overcome by hunger.'
femb	Tawo qo fembáamano.	Tawo qo fembáakano.	'He hadn't yet been shaved.'
naŋg	Tawo qo naŋgáamano.	Tawo qo naŋáakano.	'He hadn't yet been seized.'
war	Tawo qo waráamano.	Tawo qo waráakano.	'He hadn't yet been killed.'
yii	Tawo qo yiyáamano.	Tawo qo yiyáakano.	'He hadn't yet been seen.
ɗomɗ	Tawo qo ɗomɗáamano.	Tawo qo ɗomɗáakano.	'He hadn't yet been overcome by thirst.'
yaaf	Tawo qo yaafáamano.	Tawo qo yaafáakano.	'He hadn't yet been forgiven.'
tooñ	Tawo qo tooñáamano.	Tawo qo tooñáakano.	'He hadn't yet been offended.'
fii	Tawo qo fiyáamano.	Tawo qo fiyáakano.	'He had not yet been struck.'
lamd	Tawo qo lamdáamano.	Tawo qo laamdáakano.	'He had not yet been asked.'
yiɗ	Tawo qo yiɗáamano.	Tawo qo yiɗáakano.	'He had not yet been liked.'
qacc	Tawo qo qaccáamano.	Tawo qo qaccáakano.	'He had not yet been left.'
qudd	Tawo qo quddáamano.	Tawo qo quddáakano.	'It had not yet been closed.'
faal	Tawo qo faaláamano.	Tawo qo faaláakano.	'He had not yet been cared for.'
heɓ	Tawo qo heɓáamano.	Tawo qo heɓáakano.	'It had not yet been obtained.'
fewn	Tawo qo fewnáamano.	Tawo qo fewnáakano.	'It had not yet been repaired.'

c) Response Drill

New word:	mem	touch

EXAMPLE: Cue: Ɗam ndiyam yaraama. 'The water has been drunk.'
Response: Qo ɗo yaraake. 'This (here) was not drunk.' (water or some other drinkable liquid)

Cue	Response
Nde deftere memaama.	Qo ɗo memaake.
Ŋge nagge yiɗaama.	Qo ɗo yiɗaake.
Ŋgel sukaa fiyaama.	Qo ɗo fiyaake.
Qo moto fewnaama.	Qo ɗo fewnaake.
Ŋgo juŋgo gaañaama.	Qo ɗo gaañaake.

Ndu suudu naataama.	Qo ɗo naataake.
Ndi mboddi waraama.	Qo ɗo waraake.
Ŋgol laawol yahaama.	Qo ɗo yahaake.

d) Response Drill

EXAMPLE: Cue: Ɗam ndiyam yaraama. 'This water has been drunk.'

Response: Ɗam ɗo yaraake. 'This [water] (here) was not drunk.'

Cue	Response
Nde deftere memaama.	Nde ɗo memaake.
Ŋge nagge yiɗaama.	Ŋge ɗo yiɗaake.
Ŋgel sukaa fiyaama.	Ŋgel ɗo fiyaake.
Qo moto fewnaama.	Qo ɗo fewnaake.
Ŋgo juŋgo gaañaama.	Ŋgo ɗo gaañaake.
Ndu suudu naataama.	Ndu ɗo naataake.
Ndi mboddi waraama.	Ndi ɗo waraake.
Ŋgol laawol yahaama.	Ŋgol ɗo yahaake.

e) Simple Substitution-Response Drill

Cue	Question	Response
	Ɗum qaddete na?[1]	Qalaa↑ ɗum qaddataake.[2]
waɗ	Ɗum waɗete na?	Qalaa↑ ɗum waɗataake.
haal	Ɗum haalete na?	Qalaa↑ ɗum haalataake.
yar	Ɗum yarete na?	Qalaa↑ ɗum yarataake.
ñaam	Ɗum ñaamete na?	Qalaa↑ ɗum ñaamataake.
loot	Ɗum lootete na?	Qalaa↑ ɗum lootataake.

f) Response Drill on Active Negative Forms for Comparison

Cue	Response
Qa qadday ɗum na?	Qalaa↑ mi qaddataa ɗum.
Qa nabay ɗum na?	Qalaa↑ mi nabataa ɗum.
Qa qanday ɗum na?	Qalaa↑ mi qandataa ɗum.
Qa heɓay ɗum na?	Qalaa↑ mi heɓataa ɗum.
Qa yeyay ɗum na?	Qalaa↑ mi yeyataa ɗum.
Qa yaray ɗum na?	Qalaa↑ mi yarataa ɗum.
Qa waɗay ɗum na?	Qalaa↑ mi waɗataa ɗum.
Qa wiyay ɗum na?	Qalaa↑ mi wiyataa ɗum.
Qa qudday ɗum na?	Qalaa↑ mi quddataa ɗum.

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[1] 'Will that be brought?'

[2] 'No, that won't be brought.'

g) Response Drill on Active Negative Forms - Preterit

Cue	Response
Qa qaddayno ɗum na?	Qalaa↑ mi qaddataano ɗum.
Qa nabayno ɗum na?	Qalaa↑ mi nabataano ɗum.
Qa qandayno ɗum na?	Qalaa↑ mi qandataano ɗum.
Qa yarayno ɗum na?	Qalaa↑ mi yarataano ɗum.
Qa waɗayno ɗum na?	Qalaa↑ mi waɗataano ɗum.
Qa jaɓayno ɗum na?	Qalaa↑ mi jaɓataano ɗum.
Qa yeyayno ɗum na?	Qalaa↑ mi yeyataawo ɗum.
Qa heɓayno ɗum na?	Qalaa↑ mi heɓataano ɗum.
Qa quddayno ɗum na?	Qalaa↑ mi quddataano ɗum.
Qa jaŋgayno ɗum na?	Qalaa↑ mi jaŋgataano ɗum.

17.4 The Negatives of the Middle and Passive Voices (II)

Middle Voice

The general sense of the MV is that the subject exercises, in some sense, his own will or volition either to perform a bodily movement (like sitting down), to perform an action reflexively upon himself (like washing up) or to instigate the performance of an action upon himself (like getting his hair cut). With stative verbs the concept of getting oneself into the state in question is involved. All this is fairly easy to grasp when the subject is animate and the action one which he is likely to perform or to have someone perform upon himself:

18.[1]	Qo liggaaki.	'He hasn't [yet] worked.'
19.	Qo liggaako.	'He didn't work.' (during the recent period in question and now, presumably, the time has passed and his not-doing of the job is permanent)
20.	Qo liggotaako.	'He doesn't work.' (for reasons of self-motivation)
21.	Qo joodaaki.	'He hasn't [yet] sat down.'
22.	Qo joodáakino.	'He hadn't [yet] sat down.'
23.	Qo joodaako.	'He didn't sit down.' (the whole time)
24.	Qo joodáakono.	'He didn't sit down.' (the entire [past] period)
25.	Qo joodotaako.	'He doesn't sit down.' (as a habit)
26.	Qo joodotáakono.	'He wouldn't have sat down.'

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[1] The numbering of examples is continuous with those of 17.2 for reasons of comparison.

When, however, the subject of a MV verb is inanimate, the situation can only be grasped with some difficulty by speakers of English:

27. Qo ndiyam yaraaki. 'This water hasn't gotten drunk.'
28. Qo ndiyam yaraako. 'This water didn't get drunk.' (for whatever reason, during the period under discussion)
29. Qo ndiyam yarataako. 'This water doesn't usually get drunk. (though it could if people chose to drink it)
30. Qo laawol yahaaki. 'This road has not [yet] gotten used.'
31. Qo laawol yahaako. 'This road didn't get used.' (during the recent period under discussion)
32. Qo laawol yahataako. 'This road doesn't normally get used.' (though it could)

Note that in 18-26 the subject is animate so the volition is attributable to the person. But in 27-32 the subjects are inanimate and the volition involved is difficult to construe as residing in them. If the word itself is inserted after get in the translations of 27-32, the general sense of the MV is restored and the passive idea is avoided.

Worthy of note here is the frequency with which the English verb get followed by an adjective (get sick, get well, etc.) or by a participle (get used, get drunk, etc.) is employed in the translation of MV forms in Fula. Where get is not appropriate there is usually an intransitive verb like work involved. But also recall how frequently in colloquial English we substitute, for such intransitive verbs, phrases with get like: get some sleep, get a little work done, get down (for descend), get in (for enter), get over (for recover), etc. Hence, it seems helpful to suggest that the MV in Fula can be most commonly rendered with some phrase containing get.

The distinctions described above between the AV, MV and PV negative forms can be well reviewed and illustrated again by examining the full set of perfective and imperfective (non-preterit) negatives of a stative verb like faw 'be sick':

Perfective:

AV 33. Mi fawaani. 'I'm not sick [yet].'
MV 34. Mi fawaaki. 'I've not gotten sick.'
PV 35. Mi fawaaka. 'I've not been taken sick.'

Imperfective:

Simple:

AV 36. Mi fawaa. 'I'm not sick.'
MV 37. Mi fawaako. 'I didn't get sick.'
PV 38. Mi fawaake. 'I was not taken sick.'

Potential/Habitual:

AV 39. Mi fawataa. 'I'm not going to be sick.'
MV 40. Mi fawataako. 'I don't get sick.'
PV 41. Mi fawataake. 'I won't be taken sick.' (because of inoculation, etc. it is impossible for the disease to affect me)

There exist certain peculiar extensions of these usages in the PV in a specialized construction with the imperfective negative forms only. This construction would appear to be an extension of the use of this PV negative form (as in 14, 17, and 41 above) to denote the impossibility or forbidden nature of an action.

Compare: 20. Qo liggotaako. 'He doesn't work.'
42. Qo liggotaake. 'He doesn't work at all.' (it is impossible or against orders for him to work)

Here the passive sense - that work is not done (or 'to be done') by him - conflicts with the grammar, since qo is, by position and the absence of other noun, the subject.

This construction also occurs with personal subject and an 'object' of the (formally) passive verb:

43. Hay si mi qariino to mon haŋki, mi qandataake ɓaŋɗo gudemon. 'Even if I had come to your [place] yesterday, I would certainly not recognize the one who took your clothes.'

Here the sense of the impossibility of my knowing the thief is expressed. The same construction may also occur with a MV verb in the potential negative:

44. Hay si mi qariino to mon haŋki, mi qandataako baŋɗo gudemon. 'Even if......, I wouldn't have gotten myself into a position to know........'

Here the sense is weaker - not that my knowing would have been impossible but that it would have been most unlikely. In the background in this latter (MV) example seems to lurk a sense of happenstance, perhaps related to some exercise of volition on the part of someone.

Of course, the AV equivalent is also possible here:

45. Hay si mi qariino to mon haŋki, mi qandataa baŋɗo gudemon. 'Even......, I wouldn't know the....'

This is relatively straight-forward and easy to comprehend. The 'equivalent' MV and PV constructions above cannot be fitted neatly into an exposition of the common concepts denoted by MV and PV forms. See the drills in 17.5 below (e, f, g) for further examples of these usages.

In summary: The negative of the perfective forms of all three voices stresses that the non-performance of the action in question (or the non-existence of the state) has obtained prior to the time-reference point of the sentence, but that no prediction of the continuance of such non-performance (or non-existence) is implied.

The negative of the simple imperfective stresses that the non-performance or non-existence in question is a continuing matter, continuing from the beginning of the period in question right up to the reference-time point and presumably likely to continue on, perhaps because of the removal of the circumstances in which the performance of the action or the existence of the state might have been anticipated. Thus before the guests have departed one might remark that certain water had not [yet] been drunk (perfective) while after the departure of the guests one would more likely remark that the water in question wasn't drunk during the whole time when it might have been and now, presumably, the condition of 'not being drunk' is permanent (imperfective).

The negative of the potential/habitual imperfective stresses that the non-performance or non-existence in question is (or was) predictable for the future, either on the basis of a conscious choice or of an established pattern of habit or custom.

The AV negative forms stress that the non-performance or non-existence in question is the result of the intent of the subject, acting upon some outside object or set of circumstances.

The MV negative forms stress that the non-performance or non existence in question is the result of the volition of the subject exercised essentially upon or for the immediate benefit of himself (or itself).

The PV negative forms stress that the non-performance or non-existence is the result of some outside force (unspecified) acting upon the subject.

Clearly the equivalent positive forms generally stress the same aspects relative to the performance or existence of an action or state.

There exist a certain number of verbs which are not to be found inflected in more than two voices, or occur in a single voice only. With such verbs the differential meanings of these voices summarized above do not fully operate. As Fula is a living language, it will obviously not always be possible to get to the meaning of a particular MV verb, for example, by reference to the meaning of an AV or PV form with the same root. For example: waal when inflected in the AV denotes 'spend the night' while the 'equivalent' MV forms denote 'lie down'. The semantic relationship is clear, but the latter denotation can hardly be unerringly predicted from the former. Hence the above generalizations can do no more than provide guidelines to assist in the interpretation, especially of verbs which commonly occur inflected in all three voices.

17.5 Grammar Drılls on Negatıves, Especıally MV Forms

a) Sımple Substıtutıon-Response Drıll (Respond ın the negatıve)

Cue	Questıon	Response
	Qo ɗaanıima na?[1]	Qo ɗaanaakı tawo.[2]
heeg	Qo heegıima na?	Qo heegaakı tawo.
ȷooɗ	Qo ȷooɗıima na?	Qo ȷooɗaakı tawo.
femɓ	Qo femɓıima na?	Qo femɓaakı tawo.
qımm	Qo qımmıima na?	Qo qımmaakı tawo.
loot	Qo lootıima na?	Qo lootaakı tawo.
qart	Qo qartıima na?	Qo qartaakı tawo.
maay	Qo maayıima na?	Qo maayaakı tawo.
lel	Qo lelıima na?	Qo lelaakı tawo.
waal	Qo waalıima na?	Qo waalaakı tawo.
ñaam	Qo ñaamıima na?	Qo ñaamaakı tawo.
yar	Qo yarıima na?	Qo yaraakı tawo.
ȷaŋg	Qo ȷaŋgıima na?	Qo ȷaŋgaakı tawo.
gaañ	Qo gaañıima na?	Qo gaañaakı tawo.
ɗaan	Qo ɗaanıima na?	Qo ɗaanaakı tawo.

---

[1] 'Has he slept?

[2] 'He hasn't slept yet.'

b) Sımple Substıtutıon-Response Drıll (Respond wıth Negatıve Imperfectıve Preterıt)

Cue	Questıon	Response
	Qo ɗaanıino na?[1]	Qalaa↑ qo ɗaanáakono.[2]
heeg	Qo heegıino na?	Qalaa↑ qo heegáakono.
ȷooɗ	Qo ȷooɗıino na?	Qalaa↑ qo ȷooɗáakono.
femɓ	Qo femɓıino na?	Qalaa↑ qo femɓáakono.
qımm	Qo qımmıino na?	Qalaa↑ qo qımmáakono.
loot	Qo lootıino na?	Qalaa↑ qo lootáakono.
qart	Qo qartıino na?	Qalaa↑ qo qartáakono.
maay	Qo maayıino na?	Qalaa↑ qo maayáakono.
lel	Qo lelıino na?	Qalaa↑ qo leláakono.
ñaam	Qo ñaamıino na?	Qalaa↑ qo ñaamáakono.
yar	Qo yarıino na?	Qalaa↑ qo yaráakono.
ȷaŋg	Qo ȷaŋgıino na?	Qalaa↑ qo ȷaŋgáakono.
gaañ	Qo gaañıino na?	Qalaa↑ qo gaañáakono.
naat	Qo naatıino na?	Qalaa↑ qo naatáakono.
ɗaan	Qo ɗaanıino na?	Qalaa↑ qo ɗaanáakono.

---

[1] 'Had he slept?/Had he been asleep.

[2] 'No, he hadn't slept/been asleep.'

c) Simple Substitution-Response Drill (Respond with the Imperfective Negative)

Cue	Question	Response
	Qo liggi na?[1]	Qalaa↑ qo liggaako.[2]
femɓ	Qo femɓi na?	Qalaa↑ qo femɓaako.
jog	Qo jogi na?	Qalaa↑ qo jogaako.
gaañ	Qo gaañi na?	Qalaa↑ qo gaañaako.
loot	Qo looti na?	Qalaa↑ qo lootaako.
ɗaan	Qo ɗaani na?	Qalaa↑ qo ɗaanaako.
heeg	Qo heegi na?	Qalaa↑ qo heegaako.
ligg	Qo liggi na?	Qalaa↑ qo liggaako.

---

[1] 'Did he work?'

[2] 'No, he didn't work.'

d) Simple Substitution-Response Drill (Respond with Negative Perfective Preterit)

Cue	Question	Response
	Tawo qo heegiima na?[1]	Qalaa↑ tawo qo heegáakino.[2]
ɗomɗ	Tawo qo ɗomɗiima na?	Qalaa↑ tawo qo ɗomɗáakino.
femɓ	Tawo qo femɓiima na?	Qalaa↑ tawo qo femɓáakino.
loot	Tawo qo lootiima na?	Qalaa↑ tawo qo lootáakino.
ñaam	Tawo qo ñaamiima na?	Qalaa↑ tawo qo ñaamáakino.
yar	Tawo qo yariima na?	Qalaa↑ tawo qo yaráakino.
ɗaan	Tawo qo ɗaaniima na?	Qalaa↑ tawo qo ɗaanáakino.
jooɗ	Tawo qo jooɗiima na?	Qalaa↑ tawo qo jooɗáakino.
waal	Tawo qo waaliima na?	Qalaa↑ tawo qo waaláakino.
lel	Tawo qo leliima na?	Qalaa↑ tawo qo leláakino.
heeg	Tawo qo heegiima na?	Qalaa↑ tawo qo heegáakino.

---

[1] 'Was he thirsty at that time?'

[2] 'No, he hadn't gotten thirsty yet.' (but no prediction about afterwards.)

e) Simple Substitution-Response Drill (Respond with Potential-Habitual Preterit Negative)

Cue	Question	Response
	Qo qaddotono ɗum na?[1]	Qalaa↑ qo qaddatáakono ɗum.[2]
ñaam	Qo ñaamotono ɗum na?	Qalaa↑ qo ñaamatáakono ɗum.
loot	Qo loototono ɗum na?	Qalaa↑ qo lootatáakono ɗum.
ligg	Qo liggotono ɗum na?	Qalaa↑ qo liggatáakono ɗum.
yar	Qo yarotono ɗum na?	Qalaa↑ qo yaratáakono ɗum.
yey	Qo yeyotono ɗum na?	Qalaa↑ qo yeyatáakono ɗum.
def	Qo defotono ɗum na?	Qalaa↑ qo defatáakono ɗum.
naat	Qo naatotono ɗum na?	Qalaa↑ qo natatáakono ɗum.

	Qo naatotono ɗum na?	Qalaa↑ qo naatatáakono ɗum.
ɓet	Qo ɓetotono ɗum na?	Qalaa↑ qo ɓetatáakono ɗum.
sooɗ	Qo sooɗotono ɗum na?	Qalaa↑ qo sooɗatáakono ɗum.
fewn	Qo fewnotono ɗum na?	Qalaa↑ qo fewnatáakono ɗum.
nab	Qo nabotono ɗum na?	Qalaa↑ qo nabatáakono ɗum.
qadd	Qo qaddotono ɗum na?	Qalaa↑ qo qaddatáakono ɗum.

---

[1] 'Would he have brought that along?

[2] 'No, he wouldn't have brought that.'

f) Sımple Substıtutıon-Response Drıll (Respond ın the 'ımpossıbılıtatıve' use of the Imperfectıve Passıve Preterıt Form)

Cue	Questıon	Response
	Tawo qa qandıima ɗum na?[1]	Tawo mı qandáakeno ɗum.[2]
qadd	Tawo qa qaddıima ɗum na?	Tawo mı qaddáakeno ɗum.
heɓ	Tawo qa heɓıima ɗum na?[3]	Tawo mı heɓáakeno ɗum.[4]
waaw	Tawo qa waawıima ɗum na?	Tawo mı waawáakeno ɗum.
yıı	Tawo qa yıyıima ɗum na?	Tawo mı yıyáakeno ɗum.
yey	Tawo qa yeyıima ɗum na?	Tawo mı yeyáakeno ɗum.
tam	Tawo qa tamıima ɗum na?	Tawo mı tamáakeno ɗum.
nab	Tawo qa nabıima ɗum na?	Tawo mı nabáakeno ɗum.
ɟog	Tawo qa ɟogıima ɗum na?	Tawo mı ɟogáakeno ɗum.
nan	Tawo qa nanıima ɗum na?	Tawo mı nanáakeno ɗum.
def	Tawo qa defıima ɗum na?	Tawo mı defáakeno ɗum.
qudd	Tawo qa quddıima ɗum na?	Tawo mı quddáakeno ɗum.
quddıt	Tawo qa quddıtıima ɗum na?	Tawo mı quddıtáakeno ɗum.
naam	Tawo qa naamıima ɗum na?	Tawo mı naamáakeno ɗum.
ɓet	Tawo qo ɓetıima ɗum na?	Tawo mı ɓetáakeno ɗum.
haal	Tawo qo haalıima ɗum na?	Tawo mı haaláakeno ɗum.
laar	Tawo qo laarıima ɗum na?	Tawo mı laaráakeno ɗum.
qand	Tawo qo qandıima ɗum na?	Tawo mı qandáakeno ɗum.

---

[1] 'Dıd you know ıt then?' ('Had you previously come to know ıt.')

[2] 'At that tıme I hadn't any notıon of ıt at all.'

[3] 'Had you gotten ıt then?'

[4] 'I hadn't receıved ıt at all, then.'

g) Simple Substitution-Response Drill (Respond with the 'impossibilitative' use of the Imperfective Potential Negative).

Cue	Question	Response
	Qa qaddoto ɗum na?[1]	Qalaa↑ mi qaddatáake ɗum.[2]
nab	Qa naboto ɗum na?	Qalaa↑ mi nabatáake ɗum.
qand	Qa qandoto ɗum na?	Qalaa↑ mi qandatáake ɗum.
heɓ	Qa heɓoto ɗum na?	Qalaa↑ mi heɓatáake ɗum.
yey	Qa yeyoto ɗum na?	Qalaa↑ mi yeyatáake ɗum.
yar	Qa yaroto ɗum na?	Qalaa↑ mi yaratáake ɗum.
qudd	Qa quddoto ɗum na?	Qalaa↑ mi quddatáake ɗum.
haal	Qa haaloto ɗum na?	Qalaa↑ mi haalatáake ɗum.
ñaam	Qa ñaamoto ɗum na?	Qalaa↑ mi ñaamatáake ɗum.
def	Qa defoto ɗum na?	Qalaa↑ mi defatáake ɗum.
quddit	Qa qudditoto ɗum na?	Qalaa↑ mi qudditatáake ɗum.
yiɗ	Qa yiɗoto ɗum na?	Qalaa↑ mi yiɗatáake ɗum.
faal	Qa faaloto ɗum na?	Qalaa↑ mi faalatáake ɗum.
qadd	Qa qaddoto ɗum na?	Qalaa↑ mi qaddatáake ɗum.

---

[1] 'Will you bring it [along]?

[2] 'No, I won't [be able to] bring it.'

17.6 The /-ante/ construction: 'for you' etc.

In the sentence portion: ...mi yahante marse... the word yahante was translated 'going to go for you'. We can recognize here the /an/ verbal extension - 'Applicative' (see 12.4) and a /t/, normally associated with potential/habitual imperfective verb forms. An /e/ suffix, however, has previously occurred only as the stem vowel of passive forms and this form is not easy to interpret as in any sense passive.

This construction also occurs with an object personal pronoun specifying the person for whom the act is to be performed:

Mi yahante mo marse.	'I'm going to go to market for him.'

If the less definite form of the potential is employed, the object must be specified:

Mi yahanay ma marse.	'I'll go to market for you.'
Mi yahanay mo marse.	'I'll go to market for him.'

Thus we find in this /-ante/ construction a unique form in that without a following pronoun it has second person singular reference.

The preterit of this construction yahanteno 'would have gone for you' also occurs.

17.7 Drills on the /-ante/ construction

a) Simple Substitution Drill

Cue	Pattern
	Mi yahante ma marse.
qon	Mi yahante qon marse.
mo	Mi yahante mo marse.
ɓe	Mi yahante ɓe marse.
ma	Mi yahante ma marse.

b) Simple Substitution Drill

Cue	Pattern
	Mi sooɗante deftere nde.
qadd	Mi qaddante deftere nde.
yey	Mi yeyante deftere nde.
laar	Mi laarante deftere nde.
ɗabb	Mi ɗabbante deftere nde.
nab	Mi nabante deftere nde.
heɓ	Mi heɓante deftere nde.
moɗɗy	Mi moɗɗyante deftere nde.
fewn	Mi fewnante deftere nde.
sooɗ	Mi sooɗante deftere nde.

c) Progressive Substitution Drill

Cue	Pattern
	Mi yahante ma marse.
qo	Qo yahante ma marse.
qon	Qo yahante qon marse.
qen	Qen ñjahante qon marse.
mo	Qen ñjahante mo marse.
meŋ	Meŋ ñjahante mo marse.
ma	Meŋ ñjahante ma marse.
ɓe	Ɓe ñjahante ma marse.
qon	Ɓe ñjahante qon marse.
mi	Mi yahante qon marse.
ma	Mi yahante ma marse.

d) Simple Substitution-Response Drill (This is a rhetorical question asked and answered by the same person.)

Cue	Question Pattern	Response Pattern
	Hombo qaddante ɗum?	Mi qaddante ɗum.
nab	Hombo nabante ɗum?	Mi nabante ɗum.
jaŋg	Hombo jaŋginte ɗum?	Mi jaŋginte ɗum.
yey	Hombo yeyante ɗum?	Mi yeyante ɗum.
sooɗ	Hombo sooɗante ɗum?	Mi sooɗante ɗum.
wall	Hombo wallante ɗum?	Mi wallante ɗum.
waɗ	Hombo waɗante ɗum?	Mi waɗante ɗum.
def	Hombo defante ɗum?	Mi defante ɗum.
holl	Hombo hollante ɗum?	Mi hollante ɗum.
qudd	Hombo quddante ɗum?	Mi quddante ɗum.
fewn	Hombo fewnante ɗum?	Mi fewnante ɗum.
haal	Hombo haalante ɗum?	Mi haalante ɗum.
laar	Hombo laarante ɗum?	Mi laarante ɗum.
jaŋg	Hombo jaŋginte ɗum?	Mi jaŋginte ɗum.
rem	Hombo remante ɗum?	Mi remante ɗum.
qimm	Hombo qimmante ɗum?	Mi qimmante ɗum.
luɓ	Hombo luɓante ɗum?	Mi luɓante ɗum.
tam	Hombo tamante ɗum?	Mi tamante ɗum.

17.8 NARRATIVE

New words:

jaaŋgo [ŋgo] (jaali)	cold, (cold weather)
noddu	call

Jaaŋgo ŋgo naŋgi ɓiŋgel Kumba

Ñande gooto, waɗi jaaŋgo ŋgo naŋgi ɓiŋgel Kumba, tawi Kumba qe Fatu no ŋgoni galle gooto. Kumba noddi Fatu, qo wiyi mo, yoo luɓ mo wuderemum maa qo mura ɓiŋgelmakko, paski qon no jaaŋgi. Nden, qontuma, tawi Fatu kadi no muynina ɓiŋgelmakko. Non Fatu kadi wiyi mo, yoo fad haa qo muynina ɓiŋgelmakko. Tawi Fatu kadi qonñan fow ɓiŋgelmum ɗanaaki qon jemma. Nden Kumba wiyi mo, kaŋko kadi ɓiŋgelmakko saliima muynude qendumum qonñan fow. Non Fatu wiyi mo, yoo fad haa qo ɗaanina taamum, qawa si qon ɗaani, qo yahante mo marse pur qo sooɗana mo keɗam. Kuma welti he qon haalaa, non qo wiyi Fatu,'Ko qan ɓuri kam heɓde hakkil moɗɗyo.' Kumba kadi wiyi, 'Qawa do he tuma ŋgartaa to marse qo min kadi mi defante ñaltaarimaa!. Fatu jaabi mo, qo wiyi mo, wotaa qo tampina hooremum he ɗum, paski qo ɓooyataa to marse qo.

17.9 Questıons for Dıscussıon

1. Kumba qe Fatu, ɓe ɗıɗo ɓıŋgel hombo naŋgııno ȷaaŋgo?
2. Hombo luɓı goremum pur qo mura ɓıŋgelmakko?
3. Ko hoɗum heɓıııno ɓıŋgel Kumba?
4. Bıŋgel Kumba koo fawɗo na?
5. Hoɗum Fatu lamdı Kumba, tuma Kumba wıyı mo yoo luɓ mo wuderemum?
6. Ko hoɗum Fatu kadı haalanı Kumba, he fıı ɓıŋgelmum?
7. Bıŋgel Kumba muynıııno qendu neenemum qonñan fow na?
8. Tuma Kumba wıyı Fatu, ɓıŋgelmakko kadı salı muynude qendumum, hoɗum Fatu wıyı mo?
9. Hombo wıyıııno qo yahante marse pur Kumba?
10. Ko hoɗum Fatu yıɗıııno sooɗde pur ɓıɗɗo Kumba.
11. Kumba welıtı he ɗum haalaa na? Hoɗum kaŋko kadı wıyı Fatu, qo waɗante mo ɗo qe tuma qo qımmata to marse qo?
12. Hombo wıyı Kumba, qo defante mo ñaltaaremakko?
13. Kumba qe Fatu, hombo wıyı goremum, ko kaŋko ɓurı mo hakkıl moɗɗyo?

UNIT 18

18.0 Dıalog: Fatu Returns From Market

	-Fatu-	
dınıı		here [ıt ıs]
Kumba, keɗammaa dınıı↑		Kumba, here ıs your mılk.
	-Kumba-	
wallın		lay, place, put ('cause to lıe')
wakande [nde] (bakale)		box, chest, trunk
Wallın ɗum to dow wakande nde.		Put ıt on top of the chest.
	-Fatu-	
hedde		vıcınıty, besıde
mbaldı [ndı] (balɗı)		bed (from: waal)
Qalaa, ton moɗɗyaa. Faɗ mı waɗ ɗum to hedde hoore mbaldımaa.		No, that place ıs not good. Waıt, let me put ('do') ıt besıde the head of your bed.
	-Kumba-	
Qawa↑ mbıımı, hoto wallınɗaa wuderemaa nde?		O.K. Hey ('I say'), where dıd you put your cloth?
	-Fatu-	
Mı waɗı ɗum, to dow mbaldı ndı. Qa yıyaanı ɗum na?		I put ('dıd') ıt on the bed. Dıdn't you see ıt?
	-Kumba-	
Qalaa, mı laarı ɗo fow, kono haa ȷoo, mı waawa yııde ɗum.		No, I looked all [around] here, but up to now I can't see ıt.
	-Fatu-	
hakke [0]		offense, sın, wrong
qaccanam hakke		forgıve me ('abandon for me the offense')
ko fewı		properly, well
Qaa. Qaccanam hakke. Dum dınıı to ɗo ɓaawo mbaldı ndı. Mı wallınaanı ɗum, ko fewı, ko ɗum waɗı.		Oh, forgıve me. There ıt ıs behınd the bed. I dıdn't place ıt properly, that's why [ıt fell].
	-Kumba-	
fereŋ		completely, at all (wıth negatıve)
ȷaakılaade		to get confused

wullu	cry, cry out
Qandi non, hakkilqam yahaani ton fereŋ↑ Tawo miɗo jaakili, nden ɓiŋgelqam, no wulla.	[You] know something, my mind wasn't on that ('didn't go there') at all. At that time I was confused because my baby was (then) crying.

-Fatu-

Min de, mi heegaama jooni. Qen ñaamataa na?	As for me, I'm hungry now. Aren't we going to eat?

-Kumba-

huɓɓu	set fire to, light
jayŋgol [ŋgol] (jayli)	fire
Qawa, fad. Miɗo huɓɓa jayŋgol ŋgol pur ɗo wula seeɗa.	O.K., wait, I'm lighting the fire so that this place will warm up a little.

-Fatu-

Qawa↑ baasi qala↑ Yawno, ŋgaraa, miɗo fada ma.	O.K., no problem. Be quick. come, I'm waiting for you.

18.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

New word: wutte [Ø] wutteeji   shirt, garment

Cue	Pattern
	Kumba, keɗammaa dinii↑
wudere	Kumba, wuderemaa dinii↑
wutte	Kumba, wuttemaa dinii↑
hiirande	Kumba, hiirandemaa dinii↑
deftere	Kumba, defteremaa dinii↑
wakande	Kumba, wakandemaa dinii↑
kaalis	Kumba, kaalismaa dinii↑
karamokko	Kumba, karamokkomaa dinii↑
ɓiɗɗo	Kumba, ɓiɗɗomaa dinii↑
gorko	Kumba, gorkomaa dinii↑
neene	Kumba, neenemaa dinii↑
baaba	Kumba, baabamaa dinii↑
lekki	Kumba, lekkimaa dinii↑
kafahi	Kumba, kafahimaa dinii↑
horde	Kumba, hordemaa dinii↑

	Kumba, hordemaa dınıı↑
maafe	Kumba, maafemaa dınıı↑
genewala	Kumba, genewalamaa dınıı↑
tamate	Kumba, tamatemaa dınıı↑
lamɗam	Kumba, lamɗammaa dınıı↑
keɗam	Kumba, keɗammaa dınıı↑

b) Sımple Substıtutıon Drıll

New words:

saabunde [nde] (caabune)	soap
tımtorgol [ŋgol] ( )	mırror

Cue	Pattern
	Hoto wallınɗaa wuderemaa nde?
ɓıŋgel	Hoto wallınɗaa ɓıŋgelmaa ŋgel?
horde	Hoto wallınɗaa hordemaa nde?
saabunde	Hoto wallınɗaa saabundemaa nde?
tuuba	Hoto wallınɗaa tuubamaa mba?
tımtorgal	Hoto wallınɗaa tımtorgalmaa ŋgal?
lıŋgu	Hoto wallınɗaa lıŋgumaa ŋgu?
padal	Hoto wallınɗaa padalmaa ŋgal?
lekkı	Hoto wallınɗaa lekkımaa kı?
kaalıs	Hoto wallınɗaa kaalısmaa qo?
wudere	Hoto wallınɗaa wuderemaa nde?

c) Sımple Substıtutıon Drıll

New words:

gay	(varıant of ga)
dula [Ø] (dulaaȷı)	place, space

Cue	Pattern
	Mı laarı ɗo fow, kono haa ȷoo, mı waawaa yııde ɗum.
ton	Mı laarı ton fow, kono haa ȷoo, mı waawaa hııde ɗum.
ga	Mı laarı ga fow, kono haa hoo, mı waawaa yııde ɗum.
dula	Mı laarı dula fow, kono haa ȷoo, mı waawaa yııde ɗum.
to	Mı laarı to fow, kono haa ȷoo, mı waawaa yııde ɗum.
don	Mı laarı ɗon fow, kono haa ȷoo, mı waawaa yııde ɗum.
gay	Mı laarı gay fow, kono haa ȷoo, mı waawaa yııde ɗum.
ɗo	Mı laarı ɗo fow, kono haa ȷoo, mı waawaa yııde ɗum.

d) Simple Substitution Drill

Cue	Pattern
	Min de, mi heegaama.
ɗomɗ	Min de, mi ɗomɗaama.
jaaŋg	Min de, mi jaaŋgaama.
ɓorn	Min de, mi ɓornaama.
jaakil	Min de, mi jaakilaama.
mem	Min de, mi memaama.
loot	Min de, mi lootaama.
welt	Min de, mi weltaama.
jaab	Min de, mi jaabaama.
wii	Min de, mi wiyaama.
faal	Min de, mi faalaama.
jog	Mi de, mi jogaama.
qand	Min de, mi qandaama. 'As for me, I am known/recognized.'

e) Progressive Phrasal Substitution Drill

New words:

lawju	wash (dishes)
fayande [nde] (payanne)	clay pot
loonde [nde] (loode)	(water) jar
ɗyoog	fetch/draw water
haɓɓu	tie

Cue	Pattern
	Miɗo huɓɓa jayŋgol ŋgol, pur ɗo wula seeɗa.
pur qo defa hiirande nde	Miɗo huɓɓa jayŋgol ŋgol, pur qo defa hiirande nde.
qomo lawja fayande nde	Qomo lawja fayande nde, pur qo defa hiirande nde.
maa qo waɗa hen ndiyam	Qomo lawja fayande nde, maa qo waɗa hen ndiyam.
miɗo lootoya loonde nde	Miɗo lootoya loonde nde, maa qo waɗa hen ndiyam.
maa mi ɗyoogoya	Miɗo lootoya loonde nde, maa mi ɗyoogoya.
qomo qaddoya horde nde	Qomo qaddoya horde nde, maa mi ɗyoogoya.
maa qo ɓira naqi ɗi	Qomo qaddoya horde nde, maa qo ɓira naqi ɗi.
miɗo haɓɓoya ñalel ŋgel	Miɗo haɓɓoya ñalel ŋgel, maa qo ɓira naqi ɗi.
maa mi noddoya gaynaako qo	Miɗo haɓɓoya ñalel ŋgel, maa mi noddoya gaynaako qo.
qo faday kam ɗo	Qo faday kam ɗo, maa mi noddoya gaynaako qo.
haa mi qarta	Qo faday kam ɗo, haa mi qarta.
naŋgan mo ɓiŋgel ŋgel	Naŋgan mo ɓiŋgel ŋgel, haa mi qarta.
haa gorkomum rutt	Ŋaŋgan mo ɓiŋgel ŋgel, haa gorkomum rutto.
qo wiyi qo faday mo ɗo	Qo wiyi qo faday mo ɗo, haa gorkomum rutto.
soon cooɗanay mo hunde	Qo wiyi qo faday mo ɗo, soon cooɗanay mo hunde.

f) Progressive Phrasal Substitution Drill

New words:	
muuso	(adj. root) sore, aching
reedu muusoru	stomach ache ('aching/sore stomach')
waktu [0] (waktuuji)	time, hour, when
qalansara	late afternoon (prayer time) -ca 4 PM-

Cue	Pattern
	Tawo miɗo jaakili, nden ɓiŋgelqam no wulla.
nden miɗo wondi qe reedu muusoru	Tawo miɗo jaakili, nden miɗo wondi, qe reedu muusoru.
qontuma miɗo leli	Qontuma miɗo leli, nden miɗo wondi, qe reedu muusoru.
tawo miɗo jaŋga deftereqam	Qontuma miɗo leli, tawo miɗo jaŋga deftereqam.
mi ɗaanáakino	Mi ɗaanaakino, tawo miɗo jaŋga deftereqam.
tawo qaɗa haala qe Kumba	Mi ɗaanáakino, tawo qaɗa haala qe Kumba.
qo nani haalaamon	Qo nani haalaamon, tawo qaɗa haala qe Kumba.
nden qomo jooɗi ɗo	Qo nani haalaamon, nden qomo jooɗi ɗo.
waktu ŋgarɗaa haŋki	Waktu ŋgarɗaa haŋki, nden qomo jooɗi ɗo.
tawo mi yahiino marse	Waktu ŋgarɗaa haŋki, tawo mi yahiino marse.
tuma ñjiiɗaa kam	Tuma ñjiiɗaa kam, tawo mi yahiino marse.
nden miɗo yaha kampama	Tuma ñjiiɗaa kam, nden miɗo yaha kampama.
mi yawtiino to moɗon	Mi yawtiino to moɗon, nden miɗo yaha kampama.
waktu qalansara	Mi yawtiino to moɗon, waktu qalansara.
qo wiyiino qo qaray hande	Qo wiyiino qo qaray hande, waktu qalansara.
tuma ñjii mo mi haŋki	Qo wiyiino qo qaray hande, tuma ñjii mo mi haŋki.
tawo miɗo jaakili	Tawo miɗo jaakili, tuma ñjii mo mi haŋki.
nden ɓiŋgelqam no wulla	Tawo miɗo jaakili, nden ɓiŋgelqam no wulla.

g) Question Response Drill (Respond to the statement cue with appropriate question to be asked by the same speaker.)

New words:	
yotto	reach, arrive at
nel	send

Pattern 1: Statement	Pattern 2: Question
Mi waɗi ɗum, to dow mbaldi ndi.	Qa yiyaani ɗum na?
Mi yotti ɗo, waktu mbiiɗaa kam.	Qa yiyaani kam na?
Mi haali ma ɗum.	Qa nanaani kam na?
Mi fiyi dammugal ŋgal.	Qa nanaani ɗum na?
Mi neldi letar qo.	Qa heɓaani ɗum na?
Mi jaŋgini ma deftere nde.	Qa famaani ɗum na?
Mi qacci kaalis qo ton.	Qa yiyaani ɗum ton na?

Mi qacci ñaamri ndi ton.	Qa yiyaani ɗum ton na?
Mi ɠayni ligge ŋge.	Qa yiyaani ɗum na?
Mi salmini musiiɓemaa.	Qa nanaani kam na?
Mi qaddi maaro ko.	Qa yiyaani ɗum na?
Mi holli mo laawol ŋgol.	Qa yiyaani mo na?

18.2 Note: The Perfective Form of the Verb without Subject as an Imperative

Note the sentences from dialogs:

1.	Laarí, qasaman qo fuɗɗi waɗde dule.	'Look there! The sky has started to form clouds.'
2.	Qawa↑ salminaa kam, ɓeŋgumaa, nani.	'O.K., greet your family for me, hear.'
3.	Qandi non, hakkilqam yahaani ton fereŋ.	'[You] know something, my mind wasn't on that at all.'

In all three distinct uses of the perfective form of the verb without subject illustrated by the three sentences above, there is a clear reference to second person singular -the person addressed- as the desired performer of the act. In this sense the construction is an imperative, and in sentence 1 the perfective verb form has stress on the final syllable. Another example of this usage is furnished by the sentence:

4.	Naní, goɗɗo no wulla.	'Listen! Somebody is crying.'

In sentences 2 and 3, the perfective verbs (nani and qandi) are more parenthetical or rhetorical and could be translated by English rhetorical questions such as 'Do you hear?' or 'Do you know something?'

18.3 Sample Sentence Drill on the Perfective Form of the Verb without Subject as Imperative.

1. Laarí, toɓal ŋgal fuɗɗi qarde.
2. Laarí, qasaman qo fuɗɗi waɗde dule.
3. Laarí, yimɓe ɓe no ŋgara.
4. Laarí, qoya debbo, to qo naatata.
5. Qandi non, mi yiyaani ma fereŋ.
6. Qandi non, mi nanaani kiɓaarumaa fereŋ.
7. Qandi non, hakkilqam yahaani ton fereŋ.
8. Qandi non, mi yiyi mo haŋki kono mi waawaa haalde mo haytus.
9. Naní, yimɓe ɓe no kaala.
10. Naní, ɓiŋgel ŋgel no wulla.
11. Naní, ndiyam no toɓa seeɗa, seeɗa.
12. Naní, hendu ndu, qe diraŋgo ŋgo.

18.4 Note: The [-(i)t] Verbal Extension: Iterative, Reversive and Reflexive

The verbal extension [-(i)t] has three rather distinct meanings. It might be said that the basic element of meaning added by this extension is one of the repetition of the action in the same context. However, this basic meaning requires a rather liberal interpretation to account for the distinct usages encountered.

I. Iterative or Repetitive

1.	Qo ñaami.	'He ate.'
2.	Qo ñaamti.	'He ate again.'
3.	Demba jaŋgi.	'Demba studied.'
4.	Demba jaŋgiti.	'Demba studied again.'
5.	Mi jaŋgini.	'I taught.'
6.	Mi jaŋginiti.	'I taught again.'
7.	Ɓe ŋgandi mo.	'They knew him.'
8.	Ɓe ŋganditi mo	'They knew him again.' (i.e. They recognized him from previous acquaintance.)

This usage is quite straight-forward.

II. Reversive

9.	Quddu deftemon.	'Close your books.'
10.	Quddit deftemon.	'Open your books.'
11.	Qokku mo kaalis qo.	'Give him the money.'
12.	Qokkit mo kaalis qo.	'Give him back the money.'
13.	Mi yoɓi mo.	'I paid him.'
14.	Qo yoɓti kam.	'He paid me back.'

In all these cases, a true repetition of the action of 9, 11 and 13 would require a change of context. If the books are closed they cannot be re-closed without the intervening action of opening. Similarly the money cannot be given or paid again to the same person without being first returned. Thus actions found involved with this 'reversive' meaning are actions of a 'pendulum' type, where the action can scarcely be done again until after it has been undone. Verbs dealing with such actions as putting on garments, sticking things in, tightening up, etc. are commonly found with a companion verb with this extension meaning to take off the garment, extract, loosen, etc.

Occasionally the reversive meaning of this extension is not quite so clearly related to such 'pendulum' action. For example, the verb jaɓɓude 'to accept, to welcome' has an extended form jaɓɓitde 'say farewell, see off'.

Occasionally also, where the reversing use of this extension might be anticipated, we find instead the iterative form of another verb. Thus in the case of go and return, instead of a form of yaa 'go' the verb form is:

15.	Qo qarti.	'He came back.'

III. Reflexive

Verbs which clearly illustrate this usage have not yet occured. An example with a new word is:

16. Mi laɓiima. 'I got [myself] shaved.'
17. Mi laɓtiima. 'I shaved [myself].'

In a previous note (16.4) the verb base *mawn-* was seen to carry a meaning of 'get big'. The base *mawnit-* occurs also with a sense of 'swagger, act proud, assume unjustified importance.'

Note that in these examples the unextended verb and the extended one both are commonly inflected in MV, which itself often carries a reflexive sense. This usage is quite restricted, being used primarily for those actions which a member of this culture seldom actually performs upon himself (such as shaving, hair cutting, hair dressing, etc.)

More commonly the reflexive idea is expressed with verbs in AV and the word *hoore* 'self':

18. Mi gaañi hooreqam. 'I wounded myself.'

The iterative extension can occur more than once on the same root.

19. Qo qartiti. 'He came back again.'

Clearly, unless the two occurrences carry different meanings, as in:

20. Qo laɓtiti. 'He shaved [himself] again.'

(reflexive - iterative), the sense of repetition of this extension is that the action occurred over and over. When the first extension has the reversive meaning, further suffixation of this extension is iterative not reversive. Thus:

21. Qo quddititi. 'He reopened.'

Kadi, 'again, more' is often used after this extension for further emphasis.

18.5 Grammar Drills

Iterative, Reversive and Reflexive Verbal Extension [-t-]

a) Simple Substitution Transformation Drill

Cue	Pattern 1	Pattern 2
	Mi *ñaami* subaka.	Mi ñaamti kadi jooni.
qart	Mi *qarti* subaka.	Mi qartiti kadi jooni.
jaŋg	Mi *jaŋgi* subaka.	Mi jaŋgiti kadi jooni.
naŋg	Mi *naŋgi* subaka.	Mi naŋgiti kadi jooni.
yii	Mi *yiyi* subaka.	Mi yiiti kadi jooni.
jaŋgin	Mi *jaŋgini* subaka.	Mi jaŋginiti kadi jooni.
quddit	Mi *qudditi* subaka.	Mi quddititi kadi jooni.

	Mi *qudditi* subaka.	Mi quddititi kadi jooni.
nab	Mi *nabi* subaka.	Mi nabti kadi jooni.
qokk	Mi *qokki* subaka.	Mi qokkiti kadi jooni.
ɗaan	Mi *ɗaani* subaka.	Mi ɗaanti kadi jooni.
fuɗɗ	Mi *fuɗɗi* subaka.	Mi fuɗɗiti kadi jooni.
loot	Mi *looti* subaka.	Mi lootiti kadi jooni.
naat	Mi *naati* subaka.	Mi naatiti kadi jooni.
qand	Mi *qandi* subaka.	Mi qanditi kadi jooni.
mem	Mi *memi* subaka.	Mi memti kadi jooni.
wull	Mi *wulli* subaka.	Mi wulliti kadi jooni.
sok	Mi *soki* subaka.	Mi sokti kadi jooni.
haɓɓ	Mi *haɓɓi* subaka.	Mi haɓɓiti kadi jooni.
wind	Mi windi subaka.	Mi winditi kadi jooni.

18.6 Spatial Relationships

Note the sentences from 18.0:

Wallin ɗum to dow wakande nde.	'Put it on top of the chest.'
Fad mi waɗi ɗum to hedde hoore mbaldimaa.	'Wait, let me put ('do') it beside the head of your bed.'
Mi waɗi ɗum to dow mbaldi nde.	'I (put) it on the bed.'
Dum dinii to ɓaawo mbaldi ndi.	'There it is behind the bed.'

From these sentences it is clear that spacial relations in Fula are commonly expressed by a phrase with *to* plus a noun. Instead of *to*, other words such as *he* 'on, with' are also used. The closest English analogy is not adverb-prepositions like *above*, *beside*, *near* or *within*, but is phrases like *on top of*, *at the back of*, in *the vicinity of*, *in front of*, etc.

In previous units has occurred the word *nder* 'space within, inside'. Other, new words which are useful in expressing spatial relations are:

takko [ko] (   ) 'vicinity', hence: *to takko* 'near'

yeeso [ŋgo] (jeese) 'front', hence: *to yeso* 'in front of'

ley (c.f. leydi [ndi] (leyɗe) 'ground, earth, country', hence: *to ley* 'under, beneath, on the bottom of'

hakkunde [nde] (   ) 'middle', hence: *(to) hakkunde* 'between'

seŋgo [ŋgo] (ceŋɗe) 'side edge', hence: *to seŋgo* 'on the side of', 'on the edge/corner of'

Also useful in spatial relations are the direction words for right and left These are adjectival roots, ñaam- and nan- respectively, which are inflected for the class of the noun modified. In general these directions are ñaamo (from juŋgo ñaamo 'right hand') 'to the right of' and nano (from juŋgo nano 'left hand') 'to the left of'.

Although near is expressed with such a noun phrase as those described, far is expressed by the verb woɗɗo 'be far' in a manner to be detailed below.

If the cubes in Figure 1 are taken as representing bakale 'chests', and the numbers as representing the several locations of a wudere 'cloak' relative to the chest, the sentences below accord with the numbers:

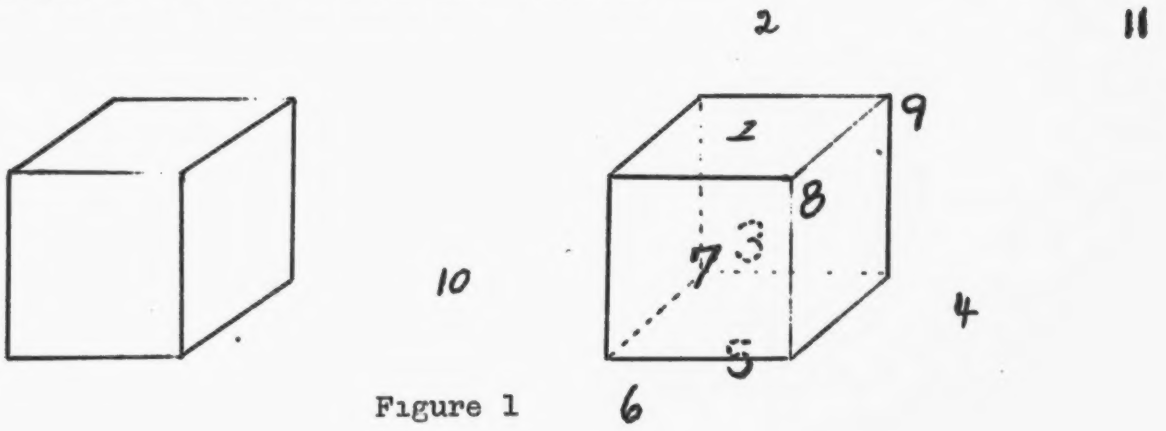

Figure 1

1.	Wudere nde no woni to/he dow wakande nde.	'The cloth is on top of the chest.'
2.a)	Wudere nde no to dow wakande nde.	'The cloth is above/over the chest.'
3.	Wudere nde no to/he nder wakande nde.	'The cloth is inside the chest.'
4.a)	Wudere nde woni to takko wakande nde.	'The cloth is near the chest.'
b)	Wudere nde no woni to hedde wakande nde.	'The cloth is beside the chest.'
c)	Wudere nde no to ñaamo wakande nde.	'The cloth is to the right of the chest.'
d)	Wudere nde no to yasi wakande nde.	'The cloth is outside the chest.'
5.a)	Wudere nde no to/he ley wakande nde.	'The cloth is beneath/under the chest.'
6.a)	Wudere nde no to yeeso wakande nde.	'The cloth is in front of the chest.'
b)	Wudere nde woni to takko wakande nde.	'The cloth is near the chest.'

7.	Wudere nde no to/he yeeso wakande nde.	'The cloth is on the front of the chest.'
8.a)	Wudere nde no to/he seŋgo wakande nde.	'The cloth is on the side/edge/corner of the chest.'
9.a)	Wudere nde no to ɓaawo wakande nde.	'The cloth is behind the chest.'
b)	Wudere nde no to takko wakande nde.	'The cloth is near the chest.'
10.a)	Wudere nde woni (to) hakkunde bakale ɗe.	'The cloth is between the chests.'
b)	Wudere nde no to hedde wakande nde.	'The cloth is beside the chest.'
c)	Wudere nde no to takko wakande nde.	'The cloth is near the chest.'
d)	Wudere nde no to nano wakande nde .	'The cloth is to the left of the chest.'
11.a)	(Qimma to) wakande nde qe wudere nde no woɗɗi.	'It's far from the chest to the cloth.'
b)	Wakande nde qe wudere nde ɓeɗo woɗɗondiri.	'The chest and the cloth are far from each other.'

Note that in those cases where the cloth is in contact ('on') the chest the word he 'on, with', may be used. Where there is a separation to 'there, at' is used. An exception here is with ley where contact with the ground is enough to justify the use of he, even if the chest is above ground.

Note also that no, woni, and no woni may be used interchangeably without substantial meaning change.

Combinations of spatial relationship terms may occur to express more exact relations. Thus (still with reference to Figure 1):

2.b)	Wudere nde no to dow hoore wakande nde.	'The cloth is above ('at the top of the head of') the chest.
4.d)	Wudere nde no to takko ñaamo wakande nde.	'The cloth is near the right of the chest.'
5.b)	Wudere nde no he ley ley wakande nde.	'The cloth is way down under the chest.'
8.b)	Wudere nde no to seŋgo ñaamo wakande nde.	'The cloth is on the right hand side of the chest.'

18.7 Grammar Drılls on Spatıal Relatıonshıps

a) Sımple Substıtutıon Drıll

Cue	Pattern
	Wallın ɗum to ɗow wakande nde.
hedde	Wallın ɗum to hedde wakande nde.
seŋgo	Wallın ɗum to seŋgo wakande nde.
takko	Wallın ɗum to takko wakande nde.
yeeso	Wallın ɗum to yeeso wakande nde.
baawo	Wallın ɗum baawo wakande nde.
hakkunde	Wallın ɗum to hakkunde wakande nde.
ley	Wallın ɗum to ley wakande nde.
nano	Wallın ɗum to nano wakande nde.
ñaamo	Wallın ɗum to ñaamo wakande nde.
ɗow	Wallın ɗum to dow wakande nde.

b) Progressıve Substıtutıon Drıll

Cue	Pattern
	Wallın ɗum to dow wakande nde.
hedde	Wallın ɗum to hedde wakande nde.
mbaldı ndı	Wallın ɗum to hedde mbaldı ndı.
takko	Wallın ɗum to takko mbaldı ndı.
suudu ndu	Wallın ɗum to takko suudu ndu.
ɓaawo	Wallın ɗum to ɓaawo suudu ndu.
ȷooɗırgal ŋgal	Wallın ɗum to ɓaawo ȷooɗırgal ŋgal.
yeeso	Wallın ɗum to yeeso ȷooɗırgal ŋgal.
ɓırdugal ŋgal	Wallın ɗum to yeeso ɓırdugal ŋgal.
seŋgo	Wallın ɗum to seŋgo ɓırdugal ŋgal.
horde nde	Wallın ɗum to seŋgo horde nde.
takko	Wallın ɗum to takko horde nde.
leggal ŋgal	Wallın ɗum to takko leggal ŋgal.
ɓaawo	Wallın ɗum to ɓaawo leggal ŋgal.
wakande nde	Wallın ɗum to ɓaawo wakande nde.
dow	Wallın ɗum to dow wakande nde.

c) Simple Substitution Drill

Cue	Pattern
	Wallin ɗum to dow wakande nde.
seŋgo	Wallin ɗum to seŋgo wakande nde.
ɓaawo	Wallin ɗum to ɓaawo wokande nde.
hedde	Wallin ɗum to hedde wakande nde.
ley	Wallin ɗum to ley wakande nde.
hoore	Wallin ɗum to hoore wakande nde.
yeeso	Wallin ɗum to yeeso wakande nde.
takko	Wallin ɗum to takko wakande nde.
dow	Wallin ɗum to dow wakande nde.

d) Progressive Substitution Drill

Cue	Pattern
	Mi waɗi ɗum to nder wakande nde.
qo	Qo waɗi ɗum to nder wakande nde.
dow	Qo waɗi ɗum to dow wakande nde.
ɓe	Ɓe mbaɗi ɗum to dow wakande nde.
ɓaawo	Ɓe mbaɗi ɗum to ɓaawo wakande nde.
meŋ	Meŋ mbaɗi ɗum to ɓaawo wakande nde.
takko	Meŋ mbaɗi ɗum to takko wakande nde.
qon	Qon mbaɗi ɗum to takko wakande nde.
hedde	Qon mbaɗi ɗum to hedde wakande nde.
qa	Qa waɗi ɗum to hedde wakande nde?
seŋgo	Qa waɗi ɗum to seŋgo wakande nde?
Samba	Samba waɗi ɗum to seŋgo wakande nde.
yeeso	Samba waɗi ɗum to yeeso wakande nde.
mi	Mi waɗi ɗum to yeeso wakande nde.
nder	Mi waɗi ɗum to nder wakande nde.

e) Simple Phrasal Substitution Drill

Cue	Pattern
	Wallin ɗum to dow wakande nde.
takko horde nde	Wallin ɗum to takko horde nde.
hedde mbaldi ndi	Wallin ɗum to hedde mbaldi ndi.
ley jooɗirgal ŋgal	Wallin ɗum to ley jooɗirgal ŋgal.
yeeso suudu ndu	Wallin ɗum to yeeso suudu ndu.
hakkunde laawol ŋgol	Wallin ɗum to hakkunde laawol ŋgol.
baawo lekki ki	Wallin ɗum to baawo lekki ki.
seŋgo ŋgesa mba	Wallin ɗum to seŋgo ŋgesa mba.
dow defte ɗe	Wallin ɗum to dow defte ɗe.
nder suudu ndu	Wallin ɗum to nder suudu ndu.
hoore wakande nde	Wallin ɗum to hoore wakande nde.
ley koyŋgal mbaldi ndi	Wallin ɗum to ley koyŋgal mbaldi ndi.

f) Progressive Substitution Drill

Cue	Pattern
	Fad mi waɗ ɗum, to hedde hoore mbaldi ndi.
ɓaawo	Fad mi waɗ ɗum, to ɓaawo hoore mbaldi ndi.
ɓiŋgel	Fad mi waɗ ɗum, to ɓaawo hoore ɓiŋgel ŋgel.
takko	Fad mi waɗ ɗum, to takko hoore ɓiŋgel ŋgel.
nagge	Fad mi waɗ ɗum, to takko hoore nagge ŋge.
yeeso	Fad mi waɗ ɗum, to yeeso hoore nagge ŋge.
leggal	Fad mi waɗ ɗum, to yeeso hoore leggal ŋgal.
ley	Fad mi waɗ ɗum, to ley hoore leggal ŋgal.
kafahi	Fad mi waɗ ɗum, to ley hoore kafahi ki.
dow	Fad mi waɗ ɗum, to dow hoore kafahi ki.
laana	Fad mi waɗ ɗum, to dow hoore laana ka.
yeeso	Fad mi waɗ ɗum, to yeeso hoore laana ka.
mbaldi	Fad mi waɗ ɗum, to yeeso hoore mbaldi ndi.
hedde	Fad mi waɗ ɗum, to hedde hoore mbaldi ndi.

g) Progressive Substitution Drill

New words: taabul	[0]	(taabulaaji)	table
qilde	[nde]	(gile)	hot pepper

Cue	Pattern
	Ñaamri ndi dinii to dow taabul qo.
takko	Ñaamri ndi dinii to takko taabul qo.
ndiyam ɗam	Ndiyam ɗam dinii to takko taabul qo.
ɓaawo	Ndiyam ɗam dinni to ɓaawo taabul qo.
gile ɗe	Gile ɗe dinii to ɓaawo taabul qo.
yeeso	Gile ɗe dinii to yeeso taabul qo.
goro ŋgo	Goro ŋgo dinii to yeeso taabul qo.
hakkunde	Goro ŋgo dinii to hakkunde taabul qo.
gerte ɗe	Gerte ɗe dinii to hakkunde taabul qo.
seŋgo	Gerte ɗe dinii to seŋgo taabul qo.
teew ŋgu	Teew ŋgu dinii to seŋgo taabul qo.
hedde	Teew ŋgu dinii to hedde taabul qo.
basalɗe ɗe	Basalɗe ɗe dinii to hedde taabul qo.
ɓaawo	Basalɗe ɗe dinii to ɓaawo taabul qo.
kosam ɗam	Kosam ɗam dinii to ɓaawo taabul qo.
ley	Kosam ɗam dinii to ley taabul qo.
ñamri ndi	Ñaamri ndi dinii to ley taabul qo.
dow	Ñaamri ndi dinii to dow taabul qo.

h) Progressive Substitution Drill

Cue	Pattern
	Mi walliní ñaamri ndi to dow taabul qo.
qo	Qo walliní ñaamri ndi to dow taabul qo.
keɗam ɗam	Qo walliní keɗam ɗam to dow taabul qo.
ley	Qo walliní keɗam ɗam to ley taabul qo.
qen	Qen mballiní keɗam ɗam to ley taabul qo.
ndiyam ɗam	Qen mballiní ndiyam ɗam to ley taabul qo.
takko	Qen mballiní ndiyam ɗam to takko taabul qo.
meŋ	Meŋ mballiní ndiyam ɗam tc takko taabul qo.
goro ŋgo	Meŋ mballiní goro ŋgo to takko taabul qo.
hedde	Meŋ mballiní goro ŋgo to hedde taabul qo.
ɓe	Ɓe mballiní goro ŋgo to hedde taabul qo.
gerte ɗe	Ɓe mballiní gerte ɗe to hedde taabul qo.
yeeso	Ɓe mballiní gerte ɗe to yeeso taabul qo.
mi	Mi walliní gerte ɗe tc yeeso taabul qo.
ñamri ndi	Mi walliní ñaamri ndi to yeeso taabul qo.
dow	Mi walliní ñaamri ndi to dow taabul qo.

i) Progressive Substitution-Transformation Drill (Use in Pattern 2 the opposite position from that of Pattern 1).

Cue	Pattern 1	Pattern 2
	Meselal ŋgal wonaani, to ley taabul qo.	Qomo to dowmakko.
wakande nde	Wakande nde wonaani, to ley taabul qo.	Qomo to dowmakko.
ɓaawo	Wakande nde wonaani, to ɓaawo taabul qo.	Qomo to yeesomakko.
suudu ndu	Wakande nde wonaani, to ɓaawo suudu ndu.	Qomo to yeesomakko.
nagge ŋge	Nagge ŋge wonaani, to ɓaawo suudu ndu.	Qomo to yeesomakko.
nder	Nagge ŋgo wonaani, to nder suudu ndu.	Qomo to yasimakko.
galle nde	Nagge ŋgo wonaani, to nder galle nde.	Qomo to yasimakko.
leggal ŋgal	Leggal ŋgal wonaani, to nder galle nde.	Qomo to yasimakko.
hakkunde	Leggal ŋgal wonaani, to hakkunde galle nde.	Qomo to seŋgomakko.
saare nde	Leggal ŋgal wonaani, to hakkunde saare nde.	Qomo to seŋgomakko.
hayre nde	Hayre nde wonaani, to hakkunde saare nde.	Qomo to seŋgomakko.
ɓaawo	Hayre nde wonaani, to ɓaawo saare nde.	Qomo to yeesomakko.
moto qo	Hayre nde wonaani, to ɓaawo moto qo.	Qomo to yeesomakko.
kaba qo	Kaba qo wonaani, to ɓaawo moto qo.	Qomo to yeesomakko.
ley	Kaba qo wonaani, to ley moto qo.	Qomo to dowmakko.
taabul qo	Kaba qo wonaani, to ley taabul qo.	Qomo to dowmakko.

18.8 NARRATIVE

New words:		
faw		put, place[1]
heege	[ŋgel] ( )	hunger

Fatu yahaanı Kumba marse

Qonñan Fatu yahanı Kumba marse. Qo sooɗanı mo keɗam. Tuma Fatu qartı, qo tawı, Kumba kadı no ɗabba hunde he nder suudu ndu. Non Fatu noddı mo, qo wıyı mo 'keɗam ma dınıı'. Nden Kumba wıyı mo, yoo wallına ɗum to dow wakandemakko. Kono Fatu ȷaɓaanı wallınde ɗum ton, paskı qo sıkkı ton wonaa ɗula moɗɗyo pur keɗam ɗam. Non qo wıyı Kumba, qomo wallına ɗum to hedde mbaldımakko. Tawı Kumba kadı tampı ɗabbude koo ɗabbataano, qawa kaŋko kadı lamdı Fatu 'Fatu, hoto wallınɗaa wuderemaa nde'. Tawı Fatu fawı ɗum to dow mbaldı ndı kono ɗum yanı he ɓaawo ley mbaldı ndı. Tuma Fatu laarı ley mbaldı ndı, qo yıyı ɗum, non qo wıyı Kumba, yoo qaccana mo hakke, paskı soo fawıino ɗum ko moɗɗyı, ɗum fow heɓataakeno. Nden seeɗa tan, Fatu wıyı Kumba yoo ɓe ñaama, paskı kaŋko no maaya qe heege. Qontuma Kumba no huɓɓa ȷayŋgol ŋgol pur suudu ndu wula seeɗa. Qawa tuma Kumba parı, qo yahı ɓe ñaamı ñaamrımaɓɓe.

18.9 Questıons for Dıscussıon

1. Hombo yahanı Kumba marse?
2. Ko hoɗum waɗı Fatu yahanı Kumba marse?
3. Ko hoɗum Fatu sooɗanı Kumba to marse qo?
4. Ko hoɗum Fatu wallını to hedde hoore mbaldı Kumba?
5. Tuma Fatu yahata marse qo wallını wuderemakko he dow mbaldı ndı pur Kumba, Kumba yıyıino ɗum na?
6. Ko waɗı Kumba yıyaanı wudere nde?
7. Kumba laarıino ley mbaldı ndı na, tuma qomo ɗabba wudere nde?
8. Ko hoɗum Fatu haalanı Kumba, tuma Fatu laarı ley mbaldı ndı, qo yıyı wudere nde Kumba ɗabbata no lelı he ley mbaldı ndı?
9. Tuma Fatu wıyı Kumba yoo qaccana mo hakke, nden hollı mo wudere nde, ko hoɗum Kumba wıyı Fatu?
10. Ko hoɗum ȷakkılı Kumba?
11. Ko hoɗum Kumba huɓɓata?
12. Ko Kumba yahanı Fatu marse, maa ko Fatu yahanı Kumba marse?
13. Ko ɓıŋgel hombo wulataano, haa neenemum ȷakkılı, qo waawa yııde koo ɗabbataano.

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[1] Note: thıs verb ıs ıdentıcal wıth faw 'be sıck' There ıs possıbly (but not demonstrably) a connectıon.

UNIT 19

19.0 Dialog: Cook This Fish!

	-John-	
Kumba, defanam ŋgu liŋgu.		Kumba, cook this fish for me.
	-Kumba-	
Tuma? Jooni na?		When? Now?
	-John-	
Qeeyi↑ jóoni jooni.		Yes, right now.
	-Kumba-	
Hoto cooɗɗaa ɗum? To marse na?		Where did you buy it? In the market?
	-John-	
Qalaa↑ Mi sooɗaa ŋgu. Ko min naŋgi ɗum.		No, I didn't buy it. I caught it [myself].
	-Kumba-	
Honno naŋgirɗaa ɗum?		How did you catch it?
	-John-	
No naŋgir mi ɗum, ko ɗum ñjiɗɗaa qandude na?		How I caught it, is that what you want to know?
	-Kumba-	
Qeeyi↑		Yes.
	-John-	
Mbiimi. Yaa, waɗ ko mbii ma mi.		Listen ('what I said') go do what I told you.
	-Kumba-	
Honno ñjiɗɗaa mi defirtaa ɗum?		How do you want me to cook it?
	-John-	
neɓam [ɗam] (nebbe)		oil, butter, fat,
kaani [∅] ( )		pimento, pepper
wasalde [nde] (basalle)		onion
hen		in, within
Defira ɗum he neɓam. Waɗa hen kaani↑ qe basalle.		Cook it in oil. Put pepper and onion in.
	-Kumba-	
Nden hoɗum kadi.		And what then?

	-John-	
ɓendu		to ripe, be cooked
Nden ŋgaccaa ɗum, haa ɗum ɓenda.		Then you're to leave it until its done.
	-Kumba-	
qittu		remove, subtract, dish out
Hoto qittirtaa mi ɗum?		Where shall I serve it?
	-John-	
korel [ŋgel] ( )		small calabash
Qittira ɗum he ŋgel korel.		Dish it out in that little calabash.
	-Kumba-	
Qawa, baasi qala↑		O.K., no problem.
	-John-	
Qa jaaraama.		Thank you.

19.1 Variation Drills on Basic Sentences

New word: hoccu — pick up, collect, gather

a) Simple Substitution Drill

Cue	Pattern
	Kumba, defanam ŋgu liŋgu.
qadd	Kumba, qaddanam ŋgu liŋgu.
nab	Kumba, nabanam ŋgu liŋgu.
yey	Kumba, yeyanam ŋgu liŋgu.
sooɗ	Kumba, sooɗanam ŋgu liŋgu.
naŋg	Kumba, naŋganam ŋgu liŋgu.
hocc	Kumba, hoccanam ŋgu liŋgu.
ɗabb	Kumba, ɗabbanam ŋgu liŋgu.
heɓ	Kumba, heɓanam ŋgu liŋgu.
holl	Kumba, hollanam ŋgu liŋgu.
jog	Kumba, joganam ŋgu liŋgu.
tam	Kumba, tamanam ŋgu liŋgu.
laar	Kumba, laaranam ŋgu liŋgu.
war	Kumba, waranam ŋgu liŋgu.
ñaam	Kumba, ñaamanam ŋgu liŋgu.
qitt	Kumba, qittanam ŋgu liŋgu.
loot	Kumba, lootanam ŋgu liŋgu.
def	Kumba, defanam ŋgu liŋgu.

19.1 b) Sımple Substıtutıon Drıll

Cue	Pattern
	Nden ŋgaccaa ɗum, haa ɗum ɓenda.
ɓawl	Nden ŋgaccaa ɗum, haa ɗum ɓawla.
ɓuuɓ	Nden ŋgaccaa ɗum, haa ɗum ɓuuɓa.
lepp	Nden ŋgaccaa ɗum, haa ɗum leppa.
huɓɓ	Nden ŋgaccaa ɗum, haa ɗum huɓɓa.
wul	Nden ŋgaccaa ɗum, haa ɗum wula.
gas	Nden ŋgaccaa ɗum, haa ɗum gasa.
laaɓ	Nden ŋgaccaa ɗum, haa ɗum laaɓa.
mawn	Nden ŋgaccaa ɗum, haa ɗum mawna.
naat	Nden ŋgaccaa ɗum, haa ɗum naata.
maay	Nden ŋgaccaa ɗum, haa ɗum maaya.
ȷuut	Nden ŋgaccaa ɗum, haa ɗum ȷuuta.
hew	Nden ŋgaccaa ɗum, haa ɗum hewa.
ɓend	Nden ŋgaccaa ɗum, haa ɗum ɓenda.

c) Sımple Substıtutıon Drıll

New words:

wındu	wrıte
sok	lock

Cue	Pattern
	Honto cooɗɗaa ɗum?
nan	Honto nanɗaa ɗum?
yıı	Honto ñȷııɗaa ɗum?
heɓ	Honto keɓɗaa ɗum?
yar	Honto ñȷarɗaa ɗum?
yey	Honto ñȷeyɗaa ɗum?
waɗ	Honto mbaɗɗaa ɗum?
qacc	Honto ŋgaccuɗaa ɗum?
taw	Honto tawɗaa ɗum?
def	Honto defɗaa ɗum?
wıı	Honto mbııɗaa ɗum?
luɓ	Honto luɓɗaa ɗum?
haɓɓ	Honto kaɓɓuɗaa ɗum?
huɓɓ	Honto kuɓɓuɗaa ɗum?
wınd	Honto mbınduɗaa ɗum?

19.1 b) Simple Substitution Drill

Cue	Pattern
	Nden ŋgaccaa ɗum, haa ɗum ɓenda.
ɓawl	Nden ŋgaccaa ɗum, haa ɗum ɓawla.
ɓuuɓ	Nden ŋgaccaa ɗum, haa ɗum ɓuuɓa.
lepp	Nden ŋgaccaa ɗum, haa ɗum leppa.
huɓɓ	Nden ŋgaccaa ɗum, haa ɗum huɓɓa.
wul	Nden ŋgaccaa ɗum, haa ɗum wula.
gas	Nden ŋgaccaa ɗum, haa ɗum gasa.
laaɓ	Nden ŋgaccaa ɗum, haa ɗum laaɓa.
mawn	Nden ŋgaccaa ɗum, haa ɗum mawna.
naat	Nden ŋgaccaa ɗum, haa ɗum naata.
maay	Nden ŋgaccaa ɗum, haa ɗum maaya.
juut	Nden ŋgaccaa ɗum, haa ɗum juuta.
hew	Nden ŋgaccaa ɗum, haa ɗum hewa.
ɓend	Nden ŋgaccaa ɗum, haa ɗum ɓenda.

c) Simple Substitution Drill

New words:

windu	write
sok	lock

Cue	Pattern
	Honto cooɗɗaa ɗum?
nan	Honto nanɗaa ɗum?
yii	Honto ñjiiɗaa ɗum?
heɓ	Honto keɓɗaa ɗum?
yar	Honto ñjarɗaa ɗum?
yey	Honto ñjeyɗaa ɗum?
waɗ	Honto mbaɗɗaa ɗum?
gacc	Honto ŋgaccuɗaa ɗum?
taw	Honto tawɗaa ɗum?
def	Honto defɗaa ɗum?
wii	Honto mbiiɗaa ɗum?
luɓ	Honto luɓɗaa ɗum?
haɓɓ	Honto kaɓɓuɗaa ɗum?
huɓɓ	Honto kuɓɓuɗaa ɗum?
wind	Honto mbinduɗaa ɗum?

	Honto mbinduɗaa ɗum?
war	Honto mbarɗaa ɗum?
gaañ	Honto gaañɗaa ɗum?
ɗyoog	Honto ɗyoogɗaa ɗum?
sok	Honto cokɗaa ɗum?

d) Progressive Substitution Drill

Cue	Pattern
	Mbiimi, yaa, waɗ ko mbii ma mi.
qar	Mbiimi, qar, waɗ ko mbii ma mi.
naɓ	Mbiimi, qar, naɓ ko mbii ma mi.
yaa	Mbiimi, yaa, nab ko mbii ma mi.
sooɗ	Mbiimi, yaa, sooɗ ko mbii ma mi.
qar	Mbiimi, qar, sooɗ ko mbii ma mi.
laar	Mbiimi, qar, laar ko mbii ma mi.
yaa	Mbiimi, yaa, laar ko mbii ma mi.
haal	Mbiimi, yaa, haal ko mbii ma mi.
qar	Mbiimi, qar, haal ko mbii ma mi.
ɗabb	Mbiimi, qar, ɗabbu ko mbii ma mi.
yaa	Mbiimi, yaa, ɗabbu ko mbii ma mi.
huɓɓ	Mbiimi, yaa, huɓɓu ko mbii ma mi.
qar	Mbiimi, qar, huɓɓu ko mbii ma mi.
jaŋg	Mbiimi,qar, jaŋgu ko mbii ma mi.
yaa	Mbiimi, yaa, jaŋgu ko mbii ma mi.
nan	Mbiimi, yaa, nan ko mbii ma mi.
qar	Mbiimi, qar, nan ko mbii ma mi.
naŋg	Mbiimi, qar naŋgu ko mbii ma mi.
yaa	Mbiimi, yaa, naŋgu ko mbii ma mi.
waɗ	Mbiimi, yaa waɗ ko mbii ma mi.

e) Simple Subdtitution Drill

Cue	Pattern
	Ko ɗum ñjiɗaa qandude na?
waaw	Ko ɗum ñjiɗaa waawde na?
waɗ	Ko ɗum ñjiɗaa waɗde na?
heɓ	Ko ɗum ñjiɗaa heɓde na?
sooɗ	Ko ɗum ñjiɗaa sooɗde na?
nab	Ko ɗum ñjiɗaa nabde na?
nan	Ko ɗum ñjiɗaa nande na?
fewn	Ko ɗum ñjiɗaa fewnude na?
haal	Ko ɗum ñjiɗaa haalde na?
hel	Ko ɗum ñjiɗaa helde na?
yey	Ko ɗum ñjiɗaa yeyde na?

	Ko ɗum ñjiɗaa yeyde na?
ɓet	Ko ɗum ñjiɗaa ɓetde na?
luɓ	Ko ɗum ñjiɗaa luɓde na?
war	Ko ɗum ñjiɗaa warde na?
qitt	Ko ɗum ñjiɗaa qittude na?
sok	Ko ɗum ñjiɗaa sokde na?
haɓɓ	Ko ɗum ñjiɗaa haɓɓude na?
wind	Ko ɗum ñjiɗaa windude na?
laar	Ko ɗum ñjiɗaa laarde na?
hocc	Ko ɗum ñjiɗaa hoccude na?
qand	Ko ɗum ñjiɗaa qandude na?

19.2 The Instrumental/Locative Verbal Extension [-Vr]

In 19.0 are several examples of the extension in question:

1.	Honno naŋgirɗaa ɗum?	'How did you catch it?'
2.	No naŋgirmi ɗum....	'How I caught it....'
3.	Honno ñjiɗɗaa mi defirtaa ɗum.	'How do you wish me to cook it.'
4.	Defira ɗum he neɓam.	'Cook it in oil.'
5.	Hoto qittirtaa mi ɗum.	'Where shall I serve it?'
6.	Qittira ɗum he ŋgel korel.	'Serve it in this little calabash.'

We have seen other uses of the same verbal extension in certain noun forms previously. For example:

jaŋgurdu/jaŋgirdu [ndu] 'school' ('place of study')

from the verb root/jaŋg/ 'study'. We also noted that /baabiraawo/ and other relationship terms denoting one who stands in the relation to someone exhibit the suffix characteristic of this extension. (see 15.2)

Basically this extension occurs on a verb when reference is made to the means by which,or the place at which,or the route by which an action is to be accomplished. By extension this meaning can broadly embrace a considerable variety of senses. In the example sentences above it refers mainly to the manner which is to be employed, or the method to be used. However, in the last two example sentences there is reference to the place and the instrument of the action.

Perhaps the best approach to the general meaning is to employ the English word 'use' with the understanding that the meaning of 'use' must be permitted to include use not only of methods, means and tools but also of places, and routes to accomplish the action. Thus a more 'literal' translation of the sample sentences might be:

1. What means did you use to catch it?
2. What means I used to catch it....
3. What method do you wish me to use to cook it?

4. Use (cooking in) oil to cook it.
5. What (place) am I to use to serve it?
6. Use (serving it in) this little calabash.

This translation is often labored, but in each case there is, with this extension, the sense that some means, manner, method, tool, route or place is to be employed for the performance of the action.

Further examples to illustrate this form:

7.	Ɓetira ɗum qe juŋgomaa.	'Measure it out with your hand.'
8.	Ɓirira nagge ŋge he ŋgal koral.	'Milk the cow (with) [into] this calabash.'
9.	Ko nii qo yaari.	'This is how he went.' ('It is thus he went.')
10.	Naŋgira ɗum nii.	'Hold it this way.'
11.	Qo naatiri qe ɓaawo suudu ndu.	'He entered at the rear of the house.'
12.	Mi fiyri mo qe hooreqam.	'I struck him with my head.'

Note that, as with some other extensions, the imperative form of these verbs normally has the suffix /-a/, which, we noted, is optional with unextended (and some extended) verbs. (see 6.4).

Note that the form of this extension is /r/ after vowel-final stems and vowel - /r/ after consonant-final stems. The vowel used is generally /i/, but /e/, /u/ and /o/ occur. In general the practice is:

Root Vowel	Extension Vowel
i	e or i or u
e	i
a	i or u
u	o or i
o	u or i

19.3 Grammar Drills on the [-Vr] Extension

a) Simple Substitution Drill

Cue	Pattern
	Ko mbaɗtaa, naŋgira ɗum nii.[1]
fuɗɗir	Ko mbaɗtaa, fuɗɗira ɗum nii.
defir	Ko mbaɗtaa, defira ɗum nii.
naatir	Ko mbaɗtaa, naatira ɗum nii.
waɗir	Ko mbaɗtaa, warira ɗum nii.
waɗir	Ko mbaɗtaa, waɗira ɗum nii.

	Ko mbaɗtaa, waɗıra ɗum nıı.
qartır	Ko mbaɗtaa, qartıra ɗum nıı.
quddır	Ko mbaɗtaa, quddıra ɗum nıı.
quddıtır	Ko mbaɗtaa, quddıtıra ɗum nıı.
ȷakkır	Ko mbaɗtaa, ȷakkıra ɗum nıı.[2]
ɓetır	Ko mbaɗtaa, ɓetıra ɗum nıı.
fıɗyır	Ko mbaɗtaa, fıɗyıra ɗum nıı.
yeyır	Ko mbaɗtaa, yeyıra ɗum nıı.

---

[1] What you're to do [ıs] hold thıs thus.

[2] ȷakku - 'chew'

b) Sımple Substıtutıon Drıll

Cue	Pattern
	Ko non tıgı qo naŋgırı ɗum.[1]
fuɗɗ	Ko non tıgı qo fuɗɗırı ɗum.
def	Ko non tıgı qo defırı ɗum.
naat	Ko non tıgı qo naatırı ɗum.
qudd	Ko non tıgı qo quddırı ɗum.
quddıt	Ko non tıgı qo quddıtırı ɗum.
war	Ko non tıgı qo warırı ɗum.
qadd	Ko non tıgı qo qaddırı ɗum.
nab	Ko non tıgı qo nabırı ɗum.
naŋg	Ko non tıgı qo naŋgırı ɗum.

---

[1] He held ıt ȷust lıke thıs.

c) Sımple Substıtutıon Drıll

Cue	Pattern
	Qıttıra ɗum he ɗum.[1]
naat	Naatıra ɗum he ɗum.
quddıt	Quddıtıra ɗum he ɗum.
qudd	Quddıra ɗum he ɗum.
ɗyoog	Ɗyoogıra ɗum he ɗum.
naŋg	Naŋgıra ɗum he ɗum.
qadd	Qaddıra ɗum he ɗum.
yar	Yarıra ɗum he ɗum.
def	Defıra ɗum he ɗum.
yey	Yeyıra ɗum he ɗum.
ɓet	Ɓetıra ɗum he ɗum.
wınd	Wındıra ɗum he ɗum.
qart	Qartıra ɗum he ɗum.

---

[1] Remove ıt ın thıs.

d) Progressive Substitution Drill

[Note: baaba-tokosel   father's younger brother]

Cue	
	Qo qartiri qe baaba-tokoselmakko.
ɓe	Ɓe ŋgartiri qe baaba-tokoselmakko.
maay	Ɓe maayiri qe baaba-tokoselmakko.
-maɓɓe	Ɓe maayiri qe baaba-tokoselmaɓɓe.
Qabdul	Qabdul maayiri qe baaba-tokoselmaɓɓe.
hewt	Qabdul hewtiri qe baaba-tokoselmaɓɓe.
-moɗon	Qabdul hewtiri qe baaba-tokoselmoɗon.
mi	Mi hewtiri qe baaba tokoselmoɗon.
fiɗy	Mi fiɗyiri qe baaba-tokoselmoɗon.
-maaɗa	Mi fiɗyiri qe baaba-tokoselmaaɗa.
qo	Qo fiɗyiri qe baaba-tokoselmaaɗa.
qart	Qo qartiri qe baaba-tokoselmaaɗa.
-makko	Qo qartiri qe baaba-tokoselmakko.

19.4 Noun Derivation From Roots

Up to this point we have been treating a large number of roots in Fula as verbs and pointing out that such roots may be extended to form verb bases e.g. haal + an → haalan, etc..

Occasionally, however, we have encountered a root which is clearly not by itself a verb. Examples of this are: maw (root) + n → mawn 'get large', and yaw (root) + in → yawin 'accelerate', speed (something) up'.

Roots of both these groups often occur with noun class suffixes as nouns or 'adjectives':

Nouns:	haalaa	[ka]	'talk'
	mawɗo	[qo]	'principal, senior, elder, head'
	mawŋgal	[ŋgal]	'large (of something in the [ŋgal] class'
	yawnde	[nde]	'speed, rapidity' (plural ɟawle)

Note that any distinction between the nominal and the 'adjectival' nature of these derivations is largely an artificial one introduced by our English grammar.

Compare:	mawɗoqameŋ.	'Our senior ('person')'
	Neɗɗo mawɗo.	'Important/elderly man'

Thus, the distinction between 'noun' and 'adjective' is one of function rather than one of form.

From the considerations above it is clear that it is not strictly accurate to describe Fula *roots* as verbal, adjectival or nominal in any essential way. They are simply roots which bear a relation to some segment of reality and are not distinguishable as one or another 'part of speech' until they are suffixed or employed in a grammatical construction. Thus the root *haal* refers simply to the part of experience connected with speech and only becomes nominal or verbal qhen employed, as in:

Haal kadi.	'Say [it] again.'
Haalaa gasi.	'The argument is over.'
Kaalɗo ɗo jooni ko lamɗoqameŋ.	'The one who just now spoke here is our chief.'

At the same time, there are clear distinctions between the ways in which various roots are actually used. A large number of roots -including almost all borrowed words from French, English, Arabic or other African languages- occur only in nominal forms and have here consistently been introduced as nouns. Another large number occur in their root form as the stems of verbs (often being used without any suffix as imperatives). A much smaller group (including *maw* and *yaw*) contains roots which do not occur in sentences in their root forms, but only after inflection with either verbal extensions (e.g. *mawn*) or noun class suffixes (e.g. *mawŋgal*).

For these reasons, words have, in these materials, been introduced as *nouns* (those words which have no related verbal or qualificative [adjective] roots and those for which such roots have not yet been introduced), as *verbs* (those roots which function as verbal stems without further suffix), and as *adjective roots* (those roots which do not funcion in actual utterances without suffixation).

Our purpose in this note is to explore further how roots are modified by suffixation to form derived nouns of great variety.

The majority of derived nouns can most conveniently be learned as new vocabulary items - as useful nouns - as they occur in the students' experience with the language. However, it would seem appropriate to exemplify the more common derivations so that the student may be in a position to comprehend (from derivation plus context) new derived words as he hears them.

Derivation of nouns from roots consists in the inflection of the root with one of the grades of one of the noun classes. Certain classes are more commonly selected for this purpose than others.

A. [ŋgal] class.

Roots inflected in the [ŋgal] class commonly (but by no means invariably) refer to the abstract concept underlying the verbal root. For example:

qand	'know'	gandal	'knowledge'
fuɗɗ	'begin'	puɗal	'beginning'

(c.f. puɗal naŋge 'sunrise')

suus	'be brave'	cuusal	'bravery'
wall	'help'	ballal	'aid'
mett	'discomfit'	mettal	'pain, suffering'

Note that in these examples the first grade of the suffix, /-al/, is employed.

Another, related, meaning associated with the first grade of the suffix of this class on the root is of the object of the action:

yiɗ	'want, like'	jiɗal	'heart's desire, object of wanting'
faal	'wish'	paalal	'wish, desire'

This class also occurs frequently following verb bases with the [-Vr] verbal extension for instrument or location and here occurs with the third grade of the suffix and denotes an implement, method or place employed to perform the action:

jooɗ	'sit'	jooɗirgal	'seat, chair'
ɓir	'milk'	ɓirɗurgal	'milking calabash'
windu	'write'	windurgal	'pen'[1]
sok	'lock'	cokirgal	'padlock'
haɓɓu	'tie'	kaɓɓirgal	'stake (to tie to), rope, chain, stanchion, handcuff, etc.

A third general category of concepts denoted by inflection in the [ŋgal] class is the augmentative concept - reference to a large item or a large measure of a quality. For example: moɗɗyal 'great goodness.'

Of course, a considerable number of nouns occur in the [ŋgal] class with no roots or related words in other classes. These include the names of various larger birds (cf. gertogal 'chicken'), parts of the body, especially larger parts (cf. koyŋgal 'leg') and various other items.

B. [ŋgol] class.

Verbal roots inflected in the [ŋgol] class refer sometimes also to abstractions:

ɓawlu	'be black'	ɓawlugol	'blackness'
hul	'fear'	kulol	'cowardice'

However, this class commonly contains nouns derived from 'verbal' roots referring to the process of performing the appropriate action:

yiɗ	'like, want'	jiɗgol	'wanting, liking'
ɓaŋ/ɓam	'take'	ɓamgol	'taking'
ɗaɓɓu	'search'	ɗaɓɓugol	'seeking, searching
jaŋgu	'study, read'	jaŋgugol	'study, the process of learning'

---

[1] Note that an extended verbal base occasionally does not have initial consonant alternation even when such would regularly occur on the unextended root.

Nouns occurring in this class (without clearly related verbal forms) commonly refer to long, thin objects.[1]

ɓoggol	'rope'	laawol	'road'

C. [ŋgel] class.

Nouns in this class commonly refer to small items. This is thus the common class for diminutives:

rew	'follow (root for feminine)	dewel	'little woman'
war	'kill'	barogel	'smaller carnivorous beast' (Compare barogal 'larger carnivorous beast')

The majority of words occurring in this class seem not to come from recognizable 'verbal' roots but rather to be related to other nouns:

sukaa	'child'	cukayel	'little child'
ɓiɗɗo	'offspring'	ɓiŋgel	'infant/baby, offspring'
maw	'grown' (root)	(dewel) mawŋgel	'little old (woman)'

D. [nde] class.

'Verbal' roots, when inflected in this class commonly denote the goal or result of the action - again an abstraction rather than any concrete 'object' of action:

jaŋg	'read, study'	jaŋgere	'education, erudition'
moɗɗy	'be good'	moɗɗyere	'kindness, goodness'
tamp	'get tired, tire'	tampere	'fatigue, suffering'
welt	'be pleased, rejoice'	weltaare	'pleasure'
ɗabb	'search, find'	ɗabbere	'finding'

Common nouns inflected in this class belong to a very large variety of semantic categories.

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[1] Perhaps it will not seem so strange to us that African languages have formal classes containing names for such categories of items if we consider the following native English names for long, thin objects (and related concepts):

string, street, strap, stripe, stretch, strip,
stream, streak, straight, strand, straw, stroke,
strop, strike

E. [ɗum] class.

Roots inflected in this class - the 'thingumbob' class - commonly refer to the characteristic denoted by the root (adjective or 'stative' verb) or to an object possessing that characteristic:

ɓal(e)	'black (root)'	ɓaleɗum	'black (the color), black thing'
wul	'be warm'	gulɗum	'warmth, warm thing'
ran(e)	'white (root)'	daneɗum	'white, white thing'
woɗɗ	'be at a distance'	goɗɗoɗum	'distance, distant thing'
sok	'lock'	coktirɗum[1]	'key, thing for unlocking'
qacc	'leave'	qaccaaɗum	'inheritance, things left'
qadd	'take'	qaddirɗum	'thing used to take something away, carrier'

Summary:

The result of the various processes of verbal extension and noun derivation described above and in previous notes is the existence in Fula of large 'families' of related words with the same root. An English analog might be the group of words with the root form:

form (noun), form (verb), formal, formless, formant, format, formative, formation, formality, informal, informality, inform, informer, information, informative, informant, etc.

In Fula, as in English, it is not possible to predict which of a variety of 'possible' derivatives will actually occur nor what their exact meanings may be, yet, in Fula as in English, it is possible to enrich one's vocabulary by careful attention to patterns of derivation and to the shared meanings of similar forms. Acquisition of new vocabulary is partly a process of guessing from context and form what the most likely meaning of a word is and then, in the (probable) absence of a good dictionary, of trying the new word out on a speaker of the language in various contexts until the meaning is clarified.

Examples of a few such Fula word groups are:

1. Root: war 'kill'

barogal	'large carnivorous beast'
barogel	'smaller carnivorous beast'
mbaroodi	'lion'
warŋgo	'killing, carnage'
wararaare	'random carnage (as in battle)'

---

[1] Note that in this form the root is inflected with the reversive extension /t/, and the instrumental, /ir/, before the nominal suffix.

2. Root: rew 'follow, feminine'

debbo	'woman'
rewɓe	'women'
dewel	'small woman'
(pucu) ndewu	'mare'
(rawandu) rewru	'bitch'

3. Root: jaŋg 'read, study'

jaŋgurdu	'school'
jaŋgirɗo	'teacher'
jaŋgugol	'the process of study'
jaŋgere	'education, erudition'

4. Root: tam 'possess, have in hand'

tamal	'possession, ownership'
tamugol	'owning (the fact of)
tamre	'possession(s), thing(s) owned'

5. Root: tamp 'tire, get tired'

tampin	'tire, make tired'
tampere	'fatigue'

6. Root: lamd 'ask'

lamdugol	'asking'
lamdal	'question'

7. Root: yaa 'qo'

ñjahaŋgal	'journey, trip'
yahan	'go for (someone)'
yahowo	'one who went'
yaarowo	'one who is going, traveler'
yaadu	'departure, journey' (pl. jaali)
jahal	'traveling' (pl. jahe)
jahol	'going'

8. Root: waal 'spend the night'

waalaade	'to lie down'
wallin	'lay down'
waltu	'lie down flat'
waltin	'lay down flat, smooth out'
mbaldi	'bed'
balɗe	'days (of 24 hours)'

9. Root: ɗabb 'search'

ɗabbere	'finding'
ɗabbugol	'research, exploration'
ɗabbiɗo (ɗabbiɓe)	'searcher'
ɗabbitaaɗum	'ambition, aim, object of search'
ɗabbal	'process of searching'

10. Root: qar 'come'

qarɗu (garli)	'final stage of coming'
garol (gari)	'arrival, coming'
garooɗum	'future, that which is coming'
qart	'return (verb)'
gartol gartal gartaŋtal } (gartaale)	'return (noun)'
qartir	'return bringing ___, return with ___'
qartid	'return together'
(lewru) qaraydu	'next (month)'

19.5 Grammar Drills on Roots Inflected in Various Noun Classes

a) Sample Sentence Drill (Practice and try to understand the sentences before looking at the translations)

1. Qa nani haalaaqam na?
2. Qan, qaɗa hewi haalaa.
3. Qawa, haalaa gasi, jooni qen ŋgoni teeriɓe.

Translations:

1. Did you hear what I said?
2. As for you, you talk too much!
3. O.K., the argument is over, we're friends now.

b) Sample Sentence Drill

1. Mi yiyi mawɗomon hande, kaŋko qe debbomum.
2. Ko qo woni mawɗoqameŋ.
3. Qoya gorko mawɗo, won to mon, maayi haŋki bimbi.
4. Qen jogi leggal mawŋgal, to nder galleqameŋ.
5. Qomo ɓorni padal mawŋgal, he koyŋgal nanomakko.
6. Mi yiyi mboɗɗi mawndi, heccihaŋki ñalloma.
7. Demba sooɗi ŋgaari mawndi, haŋki bimbi.
8. Samba qokki kam kafahi mawki.
9. Mi wari fowru mawndu haŋki jemma.

10. Qomo mari boolwol mawŋgol.
11. Qoya laawol mawŋgol yahataake.
12. Qekol mawŋgol[1] won to heddemon, qon woni, qekolqam.

Translations:

1. I saw your boss yesterday, him and his wife.
2. It's he who's our head.
3. That elderly man, who was at your place, died yesterday morning.
4. We have a big tree in our compound.
5. He wears a larger shoe on his left foot.
6. I saw a big snake day before yesterday afternoon.
7. Demba bought a big bull yesterday morning.
8. Samba gave me a large sword.
9. I killed a large hyena last evening.
10. He has in his possession a big basin.
11. That big road is not to be gone on.
12. The big school which is near your place, that is my school.

c) Sample Sentence Drill

1. Min ɓur ma gandal.
2. Ko gandal ɓuri jawdi.
3. Gandalmaaɗa qe taaqam wonaa gootum.

Translations:

1. I know more than you do.
2. Knowledge is better than riches.
3. Your knowledge and mine are not the same.

d) Sample Sentence Drill

1. Ɗum ko jiɗal Qalla.
2. Jiɗalmaa no metti heɓde.
3. Jiɗalqam hande, ko ɓiɗɗo gorko tan↑

Translations:

1. That is God's will.
2. Your wish is difficult to satisfy.
3. My desire today, is just a son.

e) Sample Sentence Drill

1. Ballalmon yottaani meŋ.
2. Ballal no moɗɗyi, si tawo qaɗa jogi hunde.
3. Ko Qalla tan qokkata neɗɗo, ballal.

Translations:

1. Your aid hasn't reached us.
2. Helping is good, if you have the means.
3. It is God alone who can help man.

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[1] Note that by analogy from the final syllable of qekol the concord has been inflected in the [ŋgol] class although properly, as a borrowed word from French, qekol is in the [Ø] class and normally would have concords of the [qo] class.

f) Sample Sentence Drill

1. Kulol moɗɗyaa, he ɓiɗɗo gorko.
2. Kulol hewde, warataa jommakko.
3. Kulɗo reedu, ko kulol warata mo.

Translations:

1. Fear is no good in a man.
2. Much fear will destroy its possessor.
3. He who has no guts, [it is] cowardice [which] does him in.

g) Sample Sentence Drill

1. Mi sooɗi windurgal moɗɗyo.
2. Luɓam windurgalmaaɗa.
3. Qokku mo jooɗirgal ŋgal, qo jooɗa.
4. Qaddu jooɗirgalmaa to seŋgo taaqam.
5. Qo jooɗaani hande fow† kono hay soo yiɗiino jooɗde, jooɗirgalqam moɗɗyaani.

Translations:

1. I bought a good pen.
2. Lend me your pen.
3. Give him the seat that he may sit down.
4. Bring your chair alongside mine.
5. He didn't sit all today, but even if he had wished to sit, my chair would not have been suitable.

h) Sample Sentence Drill

1. Garol qe jaholmaaɗa, no hewi hande.
2. Garol qe jaholmaaɗa, fof ko gootum qe qam.
3. Garol qe jaholmakko, wonaa haalaaqam.

Translations:

1. Your comings and going are excessive today.
2. It's all one with me whether you come or go.
3. His comings and going are not my business.

i) Sample Sentence Drill

1. Ɗabbugol no metti, kono ɓamgol mettaani hay seeɗa.
2. Demba yahi ɗabbugol leɗɗe.
3. Ɗabbugol jawdi no metti.

Translations:

1. Seeking out is troublesome, but taking is not hard at all.
2. Demba went to collect wood.
3. To seek riches is a difficult task.

6

19.8 NARRATIVE

New word: cuballo [ø] (cuballooɓe) fısherman

Qonñan John naŋgı lıŋgu. Tuma qo hootı to gallemaɓɓe, qo qokkı Kumba lıŋgu ŋgu pur qo defana mo ɗum. Non Kumba lamdı mo, ko tuma John yıɗı qo defana mo ɗum. John wıyı mo 'ȷoonı ȷoonı'. Nden Kumba lamdı mo, honto qo sooɗı ŋgu. John ȷaabı mo, qo wıyı mo, qo sooɗaanı ŋgu, ko kaŋko hooremum naŋgı ŋgu. Nden kadı Kumba lamdı mo, honno qo naŋgırı ɗum. Qawa qon lamdal welaanı John, non qo wıyı Kumba, yaa waɗ koo haalanı mo. Kumba kadı lamdı mo kadı, honno qo yıɗı qo defırtaa mo ŋgu. Nden John wıyı mo, yoo defıra ɗum he neɓam, qo waɗa hen kaanı qe basalle, nden qo qacca ɗum haa ɗum benda. Sı ɗum bendı, qo qıtta ɗum to korel ŋgel. Kumba wıyı qawa, baası qalaa, qo waɗay koo wıyı.

19.9 Questıons for Dıscussıon

1. Hombo naŋgı lıŋgu ŋgu?
2. John haalanı goɗɗo yoo qon defana mo lıŋgu ŋgu, qon ko hombo nıı?
3. Honto John naŋgı ŋgu lıŋgu?
4. John sooɗı ŋgu na, maa ko kaŋko hooremum naŋgı ŋgu?
5. Ko hoɗum Kumba lamdı John, he fıı defgol lıŋgu ŋgu?
6. Ko tuma John wıyı Kumba yoo defana mo lıŋgu ŋgu?
7. Ko hoɗum qe hoɗum John haalaanı Kumba yoo waɗ nebam ɗam sı qomo
   defa lıŋgu ŋgu?
8. Ko honno John haalanı Kumba yoo defıra lıŋgumakko?
9. Hoto John haalanı Kumba, yoo waɗa lıŋgu ŋgu, so ɗum bendı.
10. A meeɗı naŋgırde lıŋgu na?
11. Saa naŋgı lıɗɗı hewde honno defırtaa ɗum?
12. Saaremon no hewı lıɗɗı na?
13. Honno yeyoton lıɗɗımon to moɗon?
14. Cuballooɓe hewı to moɗon na?
15. Qa meeɗı naŋgude lıɗɗı na?
16. Sı tawo goɗɗo yıɗı naŋgude lıɗɗı to mon, ko hoto qo fota yaade?
17. Qaɗa waawı defde lıɗɗı?
18. Lıɗɗı no hewı to mon?
19. Saɗa defa lıɗɗı, hoɗum qe hoɗum waɗtaa to maafemaa?
20. Qawa, honno qan defata lıɗɗımaa ɗı saa naŋgı ɗı?

UNIT 20

20.0 Dıalog: Frank Learns the Values of Money

	-Frank-	
konı		please
Konı wallam. Mı qandaa kaalıs mon..		Please help me. I don't know your money.
	-Samba-	
kopar [Ø] (koparaaȷı)		penny, copper
Qo wonı koparqameŋ.		Thıs ıs our penny.
	-Frank-	
Qo ɗo non?		How about thıs one?
	-Samba-	
Ɗum ko ñataa, maa koparaaȷı tatı.		That's a threepenny bıt or three pennıes.
	-Frank-	
Koparaaȷı tatı ko ñataa?		Three pennıes ıs equal to one threepenny bıt?
	-Samba-	
Qeeyı, ñataaȷı ɗıɗı ko taŋka.		Yes, two threepenny bıts ıs one sıxpenny bıt (sıxpence).
	-Frank-	
Qawa, taŋkaaȷı ɗıɗı ko ȷelu?		O.K., two sıxpenny bıts ıs how much?
	-Samba-	
Taŋkaaȷı ɗıɗı ko taransu.		Two sıxpences ıs one shıllıng pıece.
	-Frank-	
Taransuuȷı ɗıɗı non, ko ȷelu?		Then, two one shıllıng pıeces ıs how much?
	-Samba-	
Ɗum ko genewala.		That ıs a two-shıllıng pıece.
	-Frank-	
Qawa, genewalaaȷı ɗıɗı ko ȷelu?		O.K., two, tow-shıllıng pıeces ıs how much?
	-Samba-	
Ko mbuuɗu.		Four shıllıngs.

	-Frank-	
Mbuuɗu ko jelu qe kaalis qameŋ?		Four shillings is how much in our money?
	-Samba-	
sent (∅) (sentaaji)		cent
cappande jowi		(50) fifty
Ko sentaaji cappande jowi qe jeegom.		That is fifty-six cents.

20.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

Cue	Pattern
	Mi qandaa kaalismon.
qo	Qo qandaa kaalismon.
jaŋgurdu	Qo qandaa jaŋgurdumon.
-maa	Qo qandaa jaŋgurdumaa.
ɓe	Ɓe ŋgandaa jaŋgurdumaa.
galle	Ɓe ŋgandaa gallemaa.
-makko	Ɓe ŋgandaa gallemakko.
qon	Qon ŋgandaa gallemakko.
yiɗ	Qon ñjiɗaa gallemakko?
debbo	Qon ñjiɗaa debbomakko?
Samba	Qon ñjiɗaa debbo Samba?
meŋ	Meŋ ñjiɗaa debbo Samba.
qand	Meŋ ŋgandaa debbo Samba.
qo	Qo qandaa debbo Samba.
kaalis	Qo qandaa kaalis Samba.
-mon	Qo qandaa kaalismon.
mi	Mi qandaa kaalismon.

b) Progressive Substitution Drill

Cue	Pattern
	Qo woni koparqameŋ.
ñataa	Qo woni ñataaqameŋ.
-maɓɓe	Qo woni ñataamaɓɓe.
taŋka	Qo woni taŋkamaɓɓe.
-moɗon	Qo woni taŋkamoɗon.
taransu	Qo woni taransumoɗon.
-makko	Qo woni taransumakko.
genewala	Qo woni genewalamakko.

	Qo wonı genewalamakko.
-maa	Qo wonı genewalamaa.
mbuuɗu	Qo wonı mbuuɗumaa.
-qameŋ	Qo wonı mbuuɗuqameŋ.
kopar	Qo wonı koparqameŋ.

c) Transformatıon Drıll (Multıply the Cue by ten)

New word: teemedere [nde] (teemeeɗe) 'one hundred'

Cue		Pattern	
goqo	(1)	sappo	(10)
ɗıɗı	(2)	nogas	(20)
tatı	(3)	cappanɗe tatı	(30)
nayı	(4)	cappanɗe nayı	(40)
ȷowı	(5)	cappanɗe ȷowı	(50)
ȷeegom	(6)	cappanɗe ȷeegom	(60)
ȷeɗıɗı	(7)	cappanɗe ȷeeɗıɗı	(70)
ȷeenayı	(9)	cappanɗe ȷeenayı	(90)
sappo	(10)	teemedere	(100)

d) Transformatıon Drıll (Add fıve to the Cue number)

Cue	Pattern	
sappo	sappo qe ȷowı	(15)
nogas	nogas qe ȷowı	(25)
cappanɗe-tatı	cappanɗe-tatı qe ȷowı	(35)
cappanɗe-nayı	cappanɗe-nayı qe ȷowı	(45)
cappanɗe-ȷowı	cappanɗe-ȷowı qe ȷowı	(55)
cappanɗe-ȷeegom	cappanɗe-ȷeegom qe ȷowı	(65)
cappanɗe-ȷeeɗıɗı	cappanɗe-ȷeeɗıɗı qe ȷowı	(75)
cappanɗe-ȷeetatı	cappanɗe-ȷeetatı qe ȷowı	(85)
cappanɗe-ȷeenayı	cappanɗe-ȷeenayı qe ȷowı	(95)

e) Response Drıll

Questıon	Response
Ñataaȷı ɗıɗı ko ȷelu?	Ñataaȷı ɗıɗı ko taŋka.
Ñataaȷı nayı ko ȷelu?	Ñataaȷı nayı ko taransu.
Ñataaȷı ȷeegom ko ȷelu?	Ñataaȷı ȷeegom ke taransu qe taŋka.
Ñataaȷı ȷeetatı ko ȷelu?	Ñataaȷı ȷeetatı ko genewala.
Ñataaȷı sappo ko ȷelu?	Ñataaȷı sappo ko genewala qe taŋka.
Ñataaȷı sappo qe ɗıɗı ko ȷelu?	Ñataaȷı saapo qe ɗıɗı ko taransuuȷı tatı.

Ñataaji sappo qe nay ko jelu?	Ñataaji sappo qe nayi ko taransuuji-tati qe taŋka.
Ñataaji sappo qe jeegom ko jelu?	Ñataaji sappo qe jeegom ko mbuuɗu.
Ñataaji sappo qe jeetati ko jelu?	Ñataaji sappo qe jeetati ko mbuuɗu qe taŋka.
Ñataaji nogas ko jelu?	Ñataaji nogas ko mbuuɗu qe taransu.

20.2 Numbers, Addition and Subtraction.

The numbers up to 100 have been introduced. Thousand: junne [Ø] (junneeji) or qujunere [nde] (guluuje).

For addition the word qe is used:

Ɗiɗi qe ɗiɗi ko jelu?
Ɗiɗi qe ɗiɗi ko nayi.

For subtraction the words qitt 'remove', he 'from', and heddu 'remain' are required:

Saa qittiima ɗiɗi he jowi ko jelu heddata?	'If you take away two from five, how much is it which remains?'
Saa qittiima ɗiɗi he jowi, ko tati heddata.	

The question may be reversed:

Ko jelu heddata, saa qittiima ɗiɗi he jowi?

The verb form qitti may be substituted for qittiima.

In the drills below numerals are provided instead of written words. Read the numbers in Fula in all cases.

20.3 Drills on Numbers, Addition and Subtraction

a) Number learning (Give the number that follows the number given by the instructor)

Example: If the instructor says 'jowi' you are to say 'jeegom' and so on:

7 - 8	9 - 10	11 - 12	17 - 18
4 - 5	6 - 7	15 - 16	13 - 14
8 - 9	7 - 8	18 - 19	10 - 11
1 - 2	8 - 9	4 - 5	5 - 6
6 - 7	4 - 5	20 - 21	25 - 26
3 - 4	1 - 2	16 - 17	22 - 23
2 - 3	7 - 8	5 - 6	21 - 22
10 - 11	5 - 6	9 - 10	

b) Number learning (Repeat the above drill. This time, give the number that precedes the number given by the instructor)

Example: If the instructor says 'jeegom' you are to say 'jowi'.

c) Number learning (Do this drill in the same manner as you did (a) above. Then do it as you did (b) above)

25 - 26
39 - 40
88 - 89
74 - 75
66 - 67
90 - 91
44 - 45

58 - 59
32 - 33
84 - 85
99 - 100
100 - 101
63 - 64
105 - 106

106 - 107
62 - 63
81 - 82
115 - 116
107 - 108
123 - 124
132 - 133

d) Number learning (Do this drill in the same manner as you did drills (a) and (b) above)

139 - 140
158 - 159
75 - 76
44 - 45
121 - 122
110 - 111
66 - 67
77 - 78

199 - 200
201 - 202
196 - 197
102 - 103
99 - 100
88 - 89
200 - 201
155 - 156

509 - 510
432 - 433
288 - 289
218 - 219
147 - 148
499 - 500
396 - 397
369 - 370

e) Number learning (Go back on all the drills in a, b, c and d, reading from the book down each column of numbers. Read aloud in Fula).

f) Number learning (Addition) Response Drill (Solve these equations)

2 qe 2 ko jelu?
2 qe 3 ko jelu?
2 qe 4 ko jelu?
2 qe 5 ko jelu?

2 qe 6 ko jelu?
2 qe 7 ko jelu?
2 qe 8 ko jelu?

g) Addition

2 qe 2 ko jelu?
4 qe 4 ko jelu?
8 qe 8 ko jelu?
16 qe 16 ko jelu?

32 qe 32 ko jelu?
64 qe 64 ko jelu?
128 qe 128 ko jelu?

h) Addition

1 qe 4 ko jelu
5 qe 5 ko jelu?
10 qe 10 ko jelu?
20 qe 20 ko jelu?
40 qe 40 ko jelu?
80 qe 80 ko jelu?
160 qe 160 ko jelu?
320 qe 320 ko jelu?
640 qe 640 ko jelu?

i) Addition

5 qe 5 ko jelu?
10 qe 5 ko jelu?
15 qe 5 ko jelu?
20 qe 5 ko jelu?
25 qe 5 ko jelu?
30 qe 5 ko jelu?
35 qe 5 ko jelu?
40 qe 5 ko jelu?
45 qe 5 ko jelu?
50 qe 5 ko jelu?

j) Addition

250 qe 250 ko jelu?
512 qe 512 ko jelu?
1024 qe 1000 ko jelu?

2000 qe 3000 ko jelu?
3000 qe 4000 ko jelu?

k) Addition

4 qe 3 ko jelu?
5 qe 4 ko jelu?
6 qe 5 ko jelu?
5 qe 7 ko jelu?
8 qe 6 ko jelu?
3 qe 8 ko jelu?

9 qe 7 ko jelu?
6 qe 9 ko jelu?
8 qe 7 ko jelu?
9 qe 3 ko jelu?
7 qe 6 ko jelu?
5 qe 8 ko jelu?

l) Addition

3 qe 3 ko jelu?
6 qe 6 ko jelu?
7 qe 7 ko jelu?
8 qe 7 ko jelu?
9 qe 9 ko jelu?
12 qe 12 ko jelu?
14 qe 14 ko jelu?
15 qe 15 ko jelu?
16 qe 15 ko jelu?
17 qe 17 ko jelu?

18 qe 18 ko jelu?
19 qe 19 ko jelu?
21 qe 21 ko jelu?
22 qe 23 ko jelu?
23 qe 24 ko jelu?
25 qe 25 ko jelu?
35 qe 35 ko jelu?
45 qe 45 ko jelu?
55 qe 55 ko jelu?

m) Number learning (Subtraction)

Saa qittiima 2 he 5 ko jelu heddata?
Saa qittiima 5 he 9 ko jelu heddata?
Saa qittiima 3 he 8 ko jelu heddata?
Saa qittiima 5 he 10 ko jelu heddata?
Saa qittiima 6 he 11 ko jelu heddata?
Saa qittiima 3 he 11 ko jelu heddata?
Saa qittiima 2 he 9 ko jelu heddata?
Saa qittiima 5 he 16 ko jelu heddata?
Saa qittiima 6 he 13 ko jelu heddata?
Saa qittiima 7 he 15 ko jelu heddata?
Saa qittiima 8 he 20 ko jelu heddata?
Saa qittiima 5 he 19 ko jelu heddata?
Saa qittiima 6 he 18 ko jelu heddata?
Saa qittiima 10 he 25 ko jelu heddata?
Saa qittiima 11 he 19 ko jelu heddata?
Saa qittiima 25 he 30 ko jelu heddata?
Saa qittiima 125 he 250 ko jelu heddata?
Saa qittiima 350 he 750 ko jelu heddata?
Saa qittiima 10 he 15 ko jelu heddata?
Saa qittiima 7 he 14 ko jelu heddata?

n)

Saa qitti 3 he 7 ko jelu heddata?
Saa qitti 4 he 7 ko jelu heddata?
Saa qitti 5 he 8 ko jelu heddata?
Saa qitti 6 he 9 ko jelu heddata?
Saa qitti 7 he 10 ko jelu heddata?
Saa qitti 10 he 26 ko jelu heddata?
Saa qitti 25 he 45 ko jelu heddata?
Saa qitti 15 he 32 ko jelu heddata?
Saa qitti 40 he 90 ko jelu heddata?
Saa qitti 100 he 250 ko jelu heddata?
Saa qitti 70 he 140 ko jelu heddata?
Saa qitti 450 he 500 ko jelu heddata?

20.4 Measurements

We have already seen such words as libar 'pound', kaba 'bottle', boolwol 'bowl' used as measures. Items to be purchased may be measured by such units (or the ones below), counted as discrete items (books, pencils, etc.), or purchased in terms of money (two shillings' worth, etc.).

New words:	measures:		
pooti	[ø]	(pootiiji)	pot, tin, can
muɗo	[ø]	(muɗooji)	variable measure for grains
siwo	[ø]	(siwooji)	bucket
saaku	[ø]	(saakuuji)	sack
Things:			
koko	[ø]	(kokooji)	coconut [ɓiɗɗo-kokooji-fruit of coconut]
tabaka	[ø]	( )	tobacco
konɗyam	[ɗam]	( )	alcohol, wine, alcoholic drink

20.5 Drills on Measures and Counting

a) Substitution-Transformation Drill (Substitute the number next lower than that of Pattern)

Cue	Pattern 1	Pattern 2
	Miɗo mari rewɓe ɗiɗo.	Qan,ko gooto tan marɗaa.
(qo)	Qomo mari rewɓe ɗiɗo.	Qan,ko gooto tan marɗaa.
tam	Qomo tami rewɓe ɗiɗo.	Qan,ko gooto tam tamɗaa.
sukaaɓe	Qomo tami sukaaɓe ɗiɗo.	Qan,ko gooto tan tamɗaa.
jeegom	Qomo tami sukaaɓe jeegom.	Qan,ko jowi tan tamɗaa.
(ɓe)	Beɗo tami sukaaɓe jeegom.	Qan,ko jowi tan tamɗaa.
jog	Beɗo jogi sukaaɓe jeegom.	Qan,ko jowi tan jogɗaa.
hoɓɓe	Beɗo jogi hoɓɓe jeegom.	Qan,ko jowi tan jogɗaa.
sappo	Beɗo jogi hoɓɓe sappo.	Qan,ko jeenay tan jogɗaa.
(qen)	Qeɗen jogi hoɓɓe sappo.	Qan,ko jeenay tan jogɗaa.
heɓ	Qeɗen keɓi hoɓɓe sappo.	Qan,ko jeenay tan keɓɗaa.
gertooɗe	Qeɗen keɓi gertooɗe sappo.	Qan,ko jeenay tan keɓɗaa.
cappanɗe tati	Qeɗen keɓi gertooɗe cappanɗe-tati.	Qan,ko nogas qe jeenay tan keɓɗaa.
(mi)	Miɗo heɓi gertooɗe cappanɗe-tati.	Qan,ko nogas qe jeenay tan keɓɗaa.
mar	Miɗo mari gertooɗe cappande-tati.	Qan,ko nogas qe jeenay tan marɗaa.
rewɓe	Miɗo mari rewɓe cappanɗe-tati.	Qan,ko nogas qe jeenay tan marɗaa.
ɗiɗo	Miɗo mari rewɓe ɗiɗo.	Qan,ko gooto tan marɗaa.

b) Phrasal Substıtutıon Drıll

Cue	Pattern
	Demba sooɗı lıbaraaȷı sappo qe ȷowı maaro.
kabaaȷı ȷeeɗıɗı nebam nagge haŋkı	Demba sooɗı kabaaȷı ȷeeɗıɗı nebam nagge haŋkı.
neenemaa ɓaŋı	Neenemaa ɓaŋı kabaaȷı ȷeeɗıɗı nebam nagge haŋkı.
muɗooȷı ȷeegom he gawrıqam	Neenemaa baŋı muɗooȷı ȷeegom he gawrıqam.
mı qokko mo	Mı qokko mo muɗooȷı ȷeegom he gawrıqam.
pootııȷı cappande-ȷeenay nebam	Mı qokkı mo pootııȷı cappande-ȷeenay nebam.
qo qaddanı kam	Qo qaddanı kam pootııȷı cappande-ȷeenay nebam.
sıwooȷı ɗıɗı gerte	Qo qaddanı kam sıwooȷı ɗıɗı gerte.
mıɗo ȷogı	Mıɗo ȷogı sıwooȷı ɗıɗı gerte.
ɓıɗɗo, kokooȷı nogas qe ȷeeɗıɗı	Mıɗo ȷogı ɓıɗɗo-kokooȷı nogas qe ȷeeɗıɗı.
Demba yeyı kam	Demba yeyı kam ɓıɗɗo-kokooȷı nogas qe ȷeeɗıɗı.
hoore tabaka cappande-tatı	Demba yeyı kam hoore tabaȷa cappande-tatı.
mı sooɗanı mo	Mı sooɗanı mo hoore tabaka cappande-tatı.
kabaaȷı-ȷeegom konɗyam tuubaakooɓe	Mı sooɗanı mo kabaaȷı-ȷeegom konɗyam tuubaakooɓe.
qo yeyı kam	Qo yeyı kam kabaaȷı ȷeegom konɗyam tuubaakooɓe.
saakuuȷı ȷowı gawrı	Qo yeyı kam saakuuȷı ȷowı gawrı.
Demba sooɗı	Demba sooɗı saakuuȷı ȷowı gawrı.
lıbaraaȷı sappo qe ȷowı maaro	Demba sooɗı lıbaraaȷı sappo qe ȷowı maaro.

20.8 NARRATIVE

Frank Yahı to Leydı Samba'en

New word:	pos [0] (posııȷı)	pocket

Waɗı Frank yahı to leydı Sambaqen. Tawo qontuma qo meeɗaa yııde kaalıs Sambaqen, qo qanɗaa honno ɗum ñaamete. Qawa ñande gooto, Qalla waɗı qo hawrı qe Samba qe laawol. Tawo qomo ȷogı kaalıs, non qo wıyı Samba wallu mo he kaalısmaɓɓe. Samba kadı qıttı kaalıs he pos mum, hollı mo ko wonı kopar, ñataa, taŋka, taransu, genewala qe mbuuɗumaɓɓe. Qo haalı mo kadı ko ȷelu fottı genewala he kaalıs Frankqen. Frank weltııma he ɗum, non kaŋko kadı ȷaarı Demba. Qawa gıla qontuma haa ȷoo Frank yeɗɗyıtaanı kaalıs Sambaqen.

20.9 Questıons for Dıscussıon

1. Frank yahııno to leydı Sambaqen na?
2. Tuma Frank yahata to leydı Sambaqen qo qandıını kaalıs Sambaqen na?
3. Honno Frank qandırı kaalıs Sambaqen?
4. Hombo haalı mo, no kaalıs Sambaqen ñaamete?
5. Ko hoɗum fotı Samba hollı mo he kaalısmaɓɓe?
6. Qontuma Frank yahaano to leydı Sambaqen qo meeɗııno yııde kaalısmaɓɓe na?
7. Tuma Frank hawrııma qe Samba, ko hoɗum folo, Frank lamdı mo, yoo wállu mo he ɗum?
8. Hombo yahı to leydı Sambaqen?
9. Hombo haalı Frank no kaalıs Sambaqen ñaamete?
10. Qa meeɗı yııde kaalısqameŋ na?
11. Honno kaalısmon ñaamete?
12. Haalanam, ñataaȷı ɗıɗı ko ȷelu?
13. Genewala, ɓe mbıyı ko ɗum wonı feccere mbuuɗu Sambaqen, ɗum ko gooŋga na?
14. Genewalaaȷı ɗıɗı ko ȷelu?
15. Ko taransuuȷı ȷelu wonı mbuuɗu?

UNIT 21

21.0 Dıalog: Koba, the Okra Salesman.

-Yompa-	
kañȷa [Ø] (kañȷaaȷı)	okra
sada [Ø] (sadaaȷı)	unıt of dry measurement 'Sada'
kala	each, every
Jom kañȷa, ɗı sadaaȷı kala ko ȷelu?	Okra owner, these 'sadas', how much ıs each?
-Koba-	
taŋka [Ø] (taŋkaaȷı)	sıxpence
kala qo kala	each one, apıece
Kala qo kala ko taŋka.	Sıxpence each.
-Yompa-	
Mıɗo yıɗı ȷeeɗıɗı.	I want seven.
-Koba-	
Hoɗum kadı ñȷıɗaa?	What else do you want?
-Yompa-	
ñeɓɓe [ɗe] (no sıngular)	beans
sara [Ø] (saraaȷı)	water melons
Mıɗo yıɗı ñeɓɓe qe sara gooto.	I want beans and one water melon.
-Koba-	
teney [Ø] (teneeȷı)	palm tree
Mıɗo tamı nebam teney, qaɗa yıɗı?	I have palm oıl, do you want (ıt)?
-Yompa-	
Qeeyı↑mıɗo yıɗı.	Yes. I want ıt.
-Koba-	
follere [nde] ( )	sorrel
Qa sooɗataa follere na?	Aren't you buyıng [some] sorrel?
-Yompa-	
Sı tawo qa qustınay kam seeɗa.	If you wıll reduce [ıt] for me a lıttle.
-Koba-	
Qawa, mı qustını ma taŋka.	O.K. I've reduced sıxpence for you.
-Yompa-	
Mı tamanı ma, mbuuɗu qe taransu.	I have you fıve shıllıngs for you.

-Koba-

Qeeyi. [Oh] yes.

-Yompa-

Kaalismaa dinii. Here is your money.

-Koba-

Qa jaaraama. Thank you.

21.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

New word: dar stand, stop, remain standing

Cue	Pattern
	Hoɗum kadi ñjiɗɗaa?
waɗ	Hoɗum kadi mbaɗɗaa?
wii	Hoɗum kadi mbiiɗaa?
yii	Hoɗum kadi ñjiiɗaa?
ñaam	Hoɗum kadi ñaamɗaa?
yar	Hoɗum kadi ñjarɗaa?
nab	Hoɗum kadi nabɗaa?
jog	Hoɗum kadi jogɗaa?
ɗabb	Hoɗum kadi ɗabbuɗaa?
hombo	Hombo kadi ɗabbuɗaa?
fad	Hombo kadi padɗaa?
taw	Hombo kadi tawɗaa?
war	Hombo kadi mbarɗaa?
wii	Hombo kadi mbiiɗaa?
yii	Hombo kadi ñjiiɗaa?
honto	Honto kadi ñjiiɗaa?
yaa	Honto kadi ñjaaɗaa?
laar	Honto kadi ndaarɗaa?
ñaam	Honto kadi ñaamɗaa?
waal	Honto kadi mbaalɗaa?
jooɗ	Honto kadi jooɗɗaa?
dar	Honto kadi daroɗaa?
wii	Honto kadi mbiiɗaa?
hoɗum	Hoɗum kadi mbiiɗaa?
yiɗ	Hoɗum kadi ñjiɗɗaa?

b) Substıtutıon-Response Drıll

Cue

New word:	gosı	[ø]	( )	porrıdge

Cue	Questıon	Answer
	Qa sooɗataa follere na?	Qalaa, mı sooɗataa follere.
qo	Qo sooɗataa follere na?	Qalaa, qo sooɗataa follere.
maaro	Qo sooɗataa maaro na?	Qalaa, qo sooɗataa maaro.
ɓe	Ɓe cooɗataa maaro na?	Qalaa, ɓe cooɗataa maaro.
yeey	Ɓe ñȷeyataa maaro na?	Qalaa, ɓe ñȷeyataa maaro.
bantara	Ɓe ñȷeyataa bantara na?	Qalaa, ɓe ñȷeyataa bantara.
qon	Qon ñȷeyataa bantara na?	Qalaa, meŋ ñȷeyataa bantara.
ñaam	Qon ñaamataa bantara na?	Qalaa, meŋ ñaamataa bantara.
gosı	Qon ñaamataa gosı na?	Qalaa, meŋ ñaamataa gosı.
yar	Qon ñȷarataa gosı na?	Qalaa, meŋ ñȷarataa gosı.
qa	Qa ñȷarataa gosı na?	Qalaa, mı yarataa gosı.
kosam	Qa yarataa kosam na?	Qalaa, mı yarataa kosam.
kıŋkılıba	Qa yarataa kıŋkılıba na?	Qalaa, mı yarataa kıŋkılıba.
sooɗ	Qa sooɗataa kıŋkılıba na?	Qalaa, mı sooɗataa kıŋkılıba.
follere	Qa sooɗataa follere na?	Qalaa, mı sooɗataa follere.

c) Progressıve Substıtutıon Drıll

New words:				
	tımtorgal	[ŋgal]	(tımtorɗe)	mırror
	bulu	[ø]	(buluuȷı)	bluıng
	saabunde	[nde]	(caabune)	soap
	tuuba	[mba]	(tuubaaȷı	trousers

Cue	Pattern
	Mıɗo yıɗı ñeɓɓe qe sara gooto.
(qo)	Qomo yıɗı ñeɓɓe qe sara gooto.
saabunde	Qomo yıɗı saabunde qe sara gooto.
bulu	Qomo yıɗı saabunde qe bulu gooto.
(ɓe)	Ɓeɗo yıɗı saabunde qe bulu gooto.
faal	Ɓeɗo paalı saabunde qe bulu gooto.
tımtorgal	Ɓeɗo paalı tımtorgal qe bulu gooto.
tuuba	Ɓeɗo paalı tımtorgal qe tuuba gooto.
(meŋ)	Mıɗen paalı tımtorgal qe tuuba gooto.
yıɗ	Mıɗen ñȷıɗı tımtorgal qe tuuba gooto.
wutte	Mıɗen ñȷıɗı wutte qe tuuba gooto.
sara	Mıɗen ñȷıɗı wutte qe sara gooto.
(mı)	Mıɗo yıɗı wutte qe sara gooto.
ñeɓɓe	Mıɗo yıɗı ñeɓɓe qe sara gooto.

d) Sımple Substıtutıon Drıll

Cue	Pattern
	Kala qo kala ko ñataa.
taŋka	Kala qo kala ko taŋka.
taŋka qe ñataa	Kala qo kala ko taŋka qe ñataa.
taransu	Kala qo kala ko taransu.
taransu qe ñataa	Kala qo kala ko taransu qe ñataa.
taransu qe taŋka	Kala qo kala qo taransu qe taŋka.
taransu qe taŋka qe ñataa	Kala qo kala ko taransu qe taŋka qe ñataa.
genewala	Kala qo kala ko genewala.
genewala qe ñataa	Kala qo kala ko genewala qe ñataa.
genewala qe taŋka	Kala qo kala ko genewala qe taŋka.
genewala qe taŋka qe ñataa	Kala qo kala ko genewala qe taŋka qe ñataa.
taransuuȷı tatı	Kala qo kala ko taransuuȷı tatı.
taransuuȷı tatı qe ñataa	Kala qo kala ko taransuuȷı tatı qe ñataa.
taransuuȷı tatı qe taŋka	Kala qo kala ko taransuuȷı tatı qe taŋka.
taransuuȷı qe taŋka qe ñataa	Kala qo kala ko taransuuȷı tatı qe taŋkı qe ñataa.
mbuuɗu	Kala qo kala ko mbuuɗu.

e) Phrasal Substıtutıon Drıll

Cue	Pattern
	Mıɗo tamı neɓam teney, qaɗa yıɗı?
ɓeɗo ñȷıɗı ɗum na	Mıɗo tamı neɓam teney, ɓeɗo ñȷıɗı ɗum na?
qomo yeye keɗam	Qomo yeya keɗam, ɓeɗo ñȷıɗı ɗum na?
qaɗa yıɗı sooɗde ɗum na	Qomo yeya keɗam qaɗa yıɗı sooɗde ɗum na?
meɗen sooɗoya saabunde	Meɗen sooɗoya saaɓunde, qaɗa yıɗı sooɗde ɗum na?
kono meŋ waawata lootde gude de fow	Meɗen sooɗoya saabunde, kono meŋ waawataa lootde gude de fow.
ko hedde hen no hewı	Ko hedde hen no hewı, kono meŋ waawaataa lootde gude de fow.
qa sooɗata gooto na	Ko hedde hen no hewı, qa sooɗataa gooto na?
qo ɗo moɗɗyaanı hay seeɗa	Qo ɗo moɗɗyaanı hay seeɗa, qa sooɗataa gooto na?
hoto heɓataamı ɗum kadı	Qo ɗo moɗɗyaanı hay seeɗa, hoto heɓataanı ɗum kadı?
keɗam qalaa ɗo fow han	Keɗam qalaa ɗo fow han, hoto heɓataamı ɗum kadı.
qa yeyata kam taamaa na	Keɗam qalaa ɗo fow han, qa yeyataa kam taamaa na?
konɗyamqam huuɓı	Konɗyamqam huuɓı, qa yeyata kam taamaa na?
yaa sooɗanam kaba gooto	Konɗyamqam huuɓı, yaa sooɗanam kaba gooto.
qomo tamı nebam teney	Qomo tamı nebam teney, yaa sooɗanam kaba gooto.
qaɗa yıɗı	Qomo tamı nebam teney, qaɗa yıɗı?

21.3 Directed Conversation Exercises

In these exercises one student reads the 'narrative' and, on the basis of the facts therin, takes the prescribed role in the ensuing dialog without looking at the dialog as printed. Another student or the instructor, taking the other role in the dialog, looks at the dialog as printed and reads (or modifies) the cues to direct the conversation.

Note that the responses of the performing student are printed between square brackets to indicate that each is one possible response, but not the only one possible.

If the performing student's response is not appropriate to the facts or is grammatically or idiomatically unacceptable, the instructor provides a corrected response which the performing student repeats, after which the dialog continues.

a) (Student takes part [a])

New word: folo	first, firstly, first of all

Narrative:

Jooni qaɗa to saare Sambaqen. Qa yahi to marsemaɓɓe, qa tawi ton goɗɗo, qon no yeya kañja, sara, ñeɓɓe, qe neɓam teney. Kono qaɗa yiɗi qo qustana ma seeɗa he cogguuli ɗi, paski qa yiɗi sooɗde ɗe fow. Kono folo ko mbaɗtaa, salminaa mo.

Dialog:

a) [Jam ñalli, jom kañja.]
b) Jam tan ↑ Hoɗum ñjiɗɗaa?

a) [Miɗo yiɗi sooɗde ɗe fow ko ñjeyataa ɗo.]
b) Qawa, ɗum no moɗɗyo.

a) [Kono miɗo yiɗi yaa qustanam seeɗa he cogguuli ɗi.]
b) Qawa, baasi qala, mi qustante.

a) [Qa jaaraama, jom kañja.]
b) Jaawuur.

b) (Student takes part [b])

New word: hawru	meet en route, gather together, assemble

Narrative:

Qan, kaa pullo, wiyete Demba. Mawɗomon no wiye Pate. Gallemum no to hedde marse qo. To saaremon fow, ko qan tan waawi seeɗa he haalaa Qamerika, waɗi qa hawri qe goɗɗo, qo lamdi ma hunde qe kulle saaremon.

Dıalog.

a) No mbaɗɗaa teerı.
b) [Jam tan.]

a) Qan no wıyete?
b) [Mıɗo wıye Demba. Hoɗum ñȷıɗɗaa?]

a) Hoto galle mawɗomoɗon wonı?
b) [Gallemum no to hedde marse qo.]

a) Qaɗa waawı haalde haalaa Qamerıka na?
b) [Mıɗo waawı seeɗa he ɗum.]

a) Qaɗa qandı goɗɗo ɗo, baawɗo haalde haalaa Qamerıka?
b) [Qalaa↑ ko mın tan waawı haalde seeɗa he ɗum.]

21.8 NARRATIVE

Yompa Yahı Marse

Qonñan Yompa yahı marse sooɗde kañȷa. Tuma qo yottı ton, qo tawı ton goɗɗo wıyete Koba. Qo lamdı qon sı qon ȷogı kañȷa. Koba, wıyı qeeyı, qomo ȷogı kañȷa, ñeɓɓe, sara, neɓam teney qe follere. Koba wıyı mo kadı coggu kañȷaaȷı ɗı, ko taŋka pur kala qo kala. Non Yompa wıyı mo, soo qustını mo seeɗa, qo sooɗoto ɗum. Koba kadı qustını mo, qawa Yompa sooɗı koo sooɗata, yahı he laawolmum.

21.9 Questıons for Dıscussıon

1. Qonñan hombo yahı marse?
2. Ko waɗı qo yahı marse?
3. Ko hoɗum qo yahı sooɗde ton?
4. Hombo qo tawı to marse qo?
5. Honno qon neɗɗo wıyete?
6. Hombo wonı ȷom kañȷa qo?
7. Ko hoɗum qe hoɗum kadı ȷom kañȷa qo marı ko yeyeta.
8. Ko ȷelu wonı coggu kañȷa qo kañȷa.
9. Hombo wıyı, yoo ȷom kañȷa qo qustana mo seeɗa?
10. Jom kañȷa qo, qustını mo na?
11. Tuma ȷom kañȷa qo qustını mo, qo sooɗııno ko sooɗatano na, maa qo sooɗaanıno?
12. Qa meeɗı yııde kañȷa na?
13. Honno ñȷeyoton kañȷaaȷımoɗon?
14. Qoɗon ȷogı maaro hewde leydımon na?
15. Qa yahanay deɓbomaa marse na?

UNIT 22

22.0 Dialog: What's for Lunch?

	-Kumba-	
wottaade		to eat lunch
bottaare [nde] (bottaaje)		noon meal, lunch
Qar wottoya, bottaare gasi.		Come eat lunch, it is ready.
	-Banna-	
Miɗo qara, hoɗum defɗaa hande?		I am coming. What have you cooked today?
	-Kumba-	
domoda [0] (domodaaji)		peanut soup, sauce
han		today (contraction of hande)
Ko domoda defmi han.		It is peanut soup that I cooked today.
	-Banna-	
Hombo yahani ma marse?		Who went to the market for you?
	-Kumpa-	
Hooreqam.		Myself (I did).
	-Banna-	
Kono mi haalaani ma qa yaha marse.		But I never told you to go to the market.
	-Kumba-	
puiɗo [qo] (fuiɓe)		foolish person, foolish
Wotaa haalanam haalaa puiɗo, nani.		Don't tell me foolish talk, hear!
	-Banna-	
Qaccanam hakke, kori ɗum weli.		Forgive me. Hope it is tasty.
	-Kumba-	
qertere [nde] (gerte)		peanut, ground nut
Mi qandaa kono, bottaare nde ko gerte qe maaro qe teew.		I don't know, but the lunch is peanuts with rice and meat.
	-Banna-	
Hoɗum defataa pur hiirande kiikiiɗe?		What will you cook for dinner tonight?
	-Kumba-	
Mi qandaa tawo.		I don't know yet.

-Kumba-

sukar [0] ( )	sugar
Min,ko gosi ñjiɗmi. Waɗa hen kosam qe sukar.	As for me, it is porridge I want. Put in sour milk and sugar.

-Kumba-

sago [ŋgo] ( )	wish, desire, pleasure
Qawa sagomaa tan, mi defante ɗum.	OK, just as you wish, I cook that for you.

22.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

Cue	Pattern
	Kono mi haalaani ma qa yaha marse.
qo	Kono qo haalaani ma qa yaha marse.
wii	Kono qo wiyaani ma qa yaha marse.
mo	Kono qo wiyaani mo qo yaha marse.
qar	Kono qo wiyaani mo qo qara marse.
kampama	Kono qo wiyaani mo qo qara kampama.
ɓe	Kono ɓe mbiiyaani mo qo qara kampama.
haal	Kono ɓe kaalaani mo qo qara kampama.
ma	Kono ɓe kaalaani ma qa qara kampama.
waal	Kono ɓe kaalaani ma qa waala kampama.
galle	Kono ɓe kaalaani ma qa waala galle.
meŋ	Kono meŋ kaalaani ma qa waala galle.
wii	Kono meŋ mbiiyaani ma qa waala galle.
mo	Kono meŋ mbiiyaani mo qo waala galle.
jooɗ	Kono meŋ mbiiyaani mo qo jooɗa galle.
marse	Kono meŋ mbiiyaani mo qo jooɗa marse.
qon	Kono qon mbiiyaani mo qo jooɗa marse.
haal	Kono qon kaalaani mo qo jooɗa marse.
kam	Kono qon kaalaani kam mi jooɗa marse.
yaa	Kono qon kaalaani kam mi yaha marse.

b) Progressıve Substıtutıon Drıll

New word:	kacıtaarı [ndı] (kacıtaaɗe)	breakfast

Cue	Pattern
	Hoɗum defataa hıırande?
qo	Hoɗum qo defata hıırande?
bottaarı	Hoɗum qo defata bottaarı?
ɓe	Hoɗum ɓe depata bottaarı?
kacıtaarı	Hoɗum ɓe depata kacıtaarı?
qon	Hoɗum qon depata kacıtaarı?
ñaltaarı	Hoɗum qon depata ñaltaarı?
qo	Hoɗum qo defata ñaltaarı?
hıırande	Hoɗum qo defata hıırande.
(qa)	Hoɗum defataa hıırande.

c) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mın, ko gosı ñȷıɗmı.
ɓe	Ɓe, ko gosı ɓe ñȷıɗı.
domoda	Ɓe, ko domoda ɓe ñȷıɗı.
meŋ	Meŋ, ko domoda meŋ ñȷıɗı.
laccırı	Meŋ, ko laccırı meŋ ñȷıɗı.
qo	Qo, ko laccırı qo yıɗı.
kosam	Qo, ko kosam qo yıɗı.
qon	Qon, ko kosam qon ñȷıɗı.
keɗam	Qon, ko keɗam qon ñȷıɗı.
mın	Mın, ko keɗam ñȷıɗmı.
gosı	Mın, ko gosı ñȷıɗmı.

d) Sımple Substıtutıon Drıll

New words:

fen			lıe, tell an untruth
fenande	[nde]	(penaale)	lıe, untruth
nafıgı	[∅]	(nafıgııɓe)	hypocrıte
saysay	[∅]	(saysayıɓe)	mad, wıld, uncontrolled person
bon			be bad, wıcked
bonɗo	[qo]	(bonɓe)	bad person
kaŋgaaɗo	[qo]	(haŋgaaɓe)	crazy person, mad man

Cue	Pattern
	Wotaa haalanam haalaa puıɗo.
fenande	Wotaa haalanam haalaa fenande.
nafıgı	Wotaa haalaanam haalaa nafıgı.
bonɗo	Wotaa haalanam haalaa bonɗo.
kaŋgaado	Wotaa haalanam haalaa kaŋgaaɗo.
neenema	Wotaa haalanam haalaa neenemaa.
kawmaa	Wotaa haalanam haalaa kawmaa.
baabamakko	Wotaa haalanam haalaa baabamakko.
yımɓeɓe	Wotaa haalanam haalaa yımɓeɓe.
karamokkomaa	Wotaa haalanam haalaa karamokkomaa.
ɓıɗɗomaa	Wotaa haalanam haalaa ɓıɗɗomaa.
rewɓemoɗon	Wotaa haalanam haalaa rewɓemoɗon.
saysay	Wotaa haalanam haalaa saysay.
puıɗo	Wotaa haalanam haalaa puıɗo.

22.2 Exercıses:

a) Dırected Conversatıon Exercıse (Student takes part [b])

New word: defgol [ŋgol] ( ) the process of cookıng

Narratıve:

Kaa debbo Banna. Ñande gooto, tuma qomo yaha lıgge, qo wıyaanı ma haytus he fıı defgol bottaare. Kono qan, qa yahı marse, qarı, defı demoda pur bottaare nde. Qa waɗı gerte qe teew qe maaro to maafemaa. Tuma qa gaynı, qa noddı Banna qe beŋgumum pur ɓe mbottoya.

Dıalog:

a) Kumba, hoɗum kaal ma mı yaa defanam hande?
b) [Qa haalaanı kam haytus he fıı defgol bottaare.]

a) Qaaa, qa haalı gooŋga. Qawa, nden hoɗum ɗefɗaa?
b) [Ko domoda defmı.]

a) Hombo yahanı ma marse?
b) [Mın, hooreqam.]

a) Kono mı haalananı ma qa yaha marse na?
b) [Sı tawo mı yahaanı marse, qa ñaamataa bottare hande.]

a) Qawa, hoɗum mbaɗɗaa to maafemaa?
b) [Gerte qe teew qe maaro.]

a) Kori ɗum weli.
b) [Mi qandaa. Qar, meeɗu ɗum.]

a) Qawa, miɗo qara, nani.

b) Directed Conversation Exarcise (Student takes part [a])

New words:	way	be like
	wayno	it seems, suppose (cause [yourself] to be as if...')
	ɓaggi [0] (ɓaggiiji)	cloth

Narrative:

Wayno, qaɗa to meeɗen. Qa yiɗi yaade posto, nden marse, kadi tawi qaɗa yiɗi yaade sooɗde baggi. Kono qa qanɗaa hoto keɓata ɗe fow. Qalla waɗi qa hawriima qe goɗɗo he laawol. Hoɗum mbiyataa mo?

Dialog:

a) [Teeri, jam ñalli.]
b) Jam tan, hoɗum ñjiɗaa?

a) [Miɗo yiɗi yaade to postomon.]
b) Qaɗa qandi ton na?

a) [Qalla, haalanam hoto ton woni.]
b) Posto qo, no to ɓaawo galle lamɗo qo.
Honto kadi ñjiɗaa yaade?

a) [Miɗo yiɗi yaade sooɗde baggi.]
b) Yaa to, qoya bitiki won juŋgo nanomaa.

a) [Qa jaraama, teeri.]
b) Jaawuur.

22.8 NARRATIVE

Kumba Defi Bottaare

Qonñan, Kumba defi bottaare pur gorkomum, qawa tuma qo pari, qo yahi, noddi mo pur qo wottoya. Non gorkomum lamdi, ko hoɗum qo defi. Kumba wiyi mo, ko domoda qo defi, te ko kaŋko yahani hooremum marse. Gorkomum kadi wiyi mo, 'Mi haalaani ma qa yaha marse'. Qawa, qon haalaa metti Kumba, non kaŋko kadi wiyi mo 'Wotaa tampinam qe haalaa puiɗo'. Gorkomum nden wiyi mo, yoo qaccana mo hakke. Booyaani qo lamdi Kumba, koo defata pur hiirande. Kumba wiyi mo 'ko ñjiɗaa tan'. Gorko Kumba wiyi mo, qomo yiɗi gosi qe kosam qe sukara. Kumba wiyi mo.' Mi defante ɗum,si Qalla jaɓi'.

22.9 Questıons for Dıscussıon

1. Hombo yahanı Kumba to marse qo?
2. Ko hoɗum Kumba ḍefı bottaare?
3. Tuma Kumba yahı noddude gorkomum, ko hoɗum qo haalanı mo?
4. Ko pur hoɗum, qo noddoyı gorkomum?
5. Ko hoɗum gorkomum lamdı mo he fıı bottaare nde?
6. Hoɗum wonı qınde gorko Kumba?
7. Ko hoɗum, gorko-Kumba haalanaanı mo yoo waɗ?
8. Tuma gorko Kumbe wıyı Kumba 'Mı haalaanı ma yaha marse', ko hoɗum Kumba ȷaabı mo?
9. Gorko Kumba haalı Kumba hunde pur fıı hıırande nde. Ko hoɗum qo haalanı Kumba?
10. Banna, ko domoda qo yıɗı Kumba defa pur hıırande na, maa ko gosı?
11. Qaɗa qandı ko wonı gosı na?
12. Hoɗum wonı sagomaa hande?
13. Hoɗum ñȷıɗɗaa ñaamde hande pur hıırande?
14. Qa meeɗı ñaamde sara na?
15. To leydımoɗon, qoɗon ȷogı sara qe koko na?
16. Honno domoda?
17. Qa meeɗı ñaamde kosam qe gosı na?

UNIT 23

23.0 Dıalog: A Snack and an Errand.

	-Ibrayma-	
Mın, mıɗo heegı.		I am hungry.
	-Demba-	
taabul [0] (taabulaaɟı)		table
Ñaamrı ndı dınıı, to dow taabulqam.		There's food on top of my table.
	-Ibrayma-	
wood		own, possess
Hombo woodı?		Who owns ıt?
	-Demba-	
Baŋ, ñaam, ko mın woodı; qawa saa gaynı ñaamde, sooɗoya kam lıɗɗı.		Take [ıt], eat [ıt], ıt's mıne. When you fınısh eatıng, go and buy me some fısh.
	-Ibrayma-	
Hoto?		Where?
	-Demba-	
To galle cuballooɓe.		At the compound of the fıshermen.
	-Qıbrayma-	
Qe hoɗum kadı?		And what else?
	-Demba-	
Lamɗam qe basalle.		Salt and onıons.
	-Qıbrayma-	
maŋgo (ŋgo) (maŋgooɟı)		mango
ɓıraɗam [ɗam] ( )		mılk (fresh from the cow)
Mın kadı, mıɗo yıɗı sooɗde maŋgo qe ɓıraɗam.		As for me, I want to buy mango and mılk.
	-Demba-	
sıgaret [0] (sıgaretııɟı)		cıgarette
qalmet [0] (qalmetaaɟı)		match
Fad, soodanam sıgaret qe qalmet.		Waıt, buy me cıgarettes and matches.

-Qıbrayma-

goro [ŋgo] (gorooɟı)	kola nut
Goro non?	How about some kola nut?

-Demba-

Qawa, kono yawno, nanı.	OK, but hurry. Hear!

-Qıbrayma-

Mı nanı.	I hear (you).

23.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New word: ɗaantor be sleepy

Cue	Pattern
	Mıɗo heegı.
(qo)	Qomo heegı.
ɗomd	Qomo ɗomɗı.
(ɓe)	Ɓeɗo ɗomɗı.
tamp	Ɓeɗo tampı.
(meŋ)	Mıɗen tampı.
ɗaantor-	Mıɗen ɗaantorı.
(qon)	Qoɗon ɗaantorı.
tamp	Qoɗon tampı.
(qa)	Qaɗa tampı.
heg	Qaɗa heegı.
(mı)	Mıɗo heegı.

b) Simple Substitution Drill

Cue	Pattern
	Ñaamrı ndı dınıı, to dow taabul qo.
ndıyam	Ndıyam ɗam dınıı, to dow taabul qo.
gıle	Gıle ɗe dınıı, to dow taabul qo.
teew	Teew ŋgu dınıı, to dow taabul qo.
keɗam	Keɗam ɗam dınıı, to dow taabul qo.
kosam	Kosam ɗam dınıı, to dow taabul qo.
goro	Goro ŋgo dınıı, to dow taabul qo.
laccırı	Laccırı ndı dınıı, to dow taabul qo.
kañɟa	Kañɟa qo dınıı, to dow taabul qo.
basalle	Basalle nde dınıı, to dow taabul qo.
sara	Sara qo dınıı, to dow taabul qo.

	Sara qo dınıı, to dow taabul qo.
gerte	Gerte ɗe dınıı, to dow taabul qo.
maŋgo	Maŋgo ŋgo dınıı, to dow taabul qo.
lıɗɗı	Lıɗɗı ɗı dınıı, to dow taabul qo.
maaro	Maaro ko dınıı, to dow taabul qo.

c) Transformatıon Drıll (Ask two questıons wıth hoɗum and honto respectıvely.)

New words:
loonde [nde] (loode) a jar, drınkıng jar
deferdu [ndu] (deferɗı kıtchen

Cue	Responses
Ñaamrı dınıı, to taabul qo.	Hoɗum wonı to taabul qo? Honto ñaamrı ndı wonı?
Gosı dınıı, to taabul qo.	Hoɗum wonı to taabul qo? Honto gosı qo wonı?
Keɗam dınıı to nder kaba qo.	Hoɗum wonı to nder kaba qo? Honto keɗam ɗam wonı?
Gerte ɗe dınıı to saaku ŋgu.	Hoɗum wonı he saaku ŋgu? Honto gerte ɗe ŋgonı?
Lamɗam dınıı to deferdu ndu.	Hoɗum wonı to deferdu ndu? Honto lamɗam ɗam wonı?
Ndıyam dınıı he loonde nde.	Hoɗum wonı he loonde nde? Honto ndıyam ɗam wonı?
Laccırı dınıı he horde nde.	Hoɗum wonı he horde nde? Honto laccırı ndı wonı?
Yımɓeɓe dınıı he suudu ndu.	Hoɗum wonı he suudu ndu? Honto yımɓe ɓe ŋgonı.
Tuubamaa dınıı to mbaldı ndı.	Hoɗum wonı to mbaldı ndı? Honto tuuba mba maa wonı?

d) Simple Substitution Drill

Cue	Pattern
	Ko min woodi.
ɓe	Ko ɓe ŋgoodi.
qonon	Ko qonon ŋgoodi.
meŋ	Ko meŋ ŋgoodi.
qo	Ko qo woodi.
Samba	Ko Samba woodi.
Demba	Ko Demba woodi.
Bookari	Ko Bookari woodi.
qan	Ko qan woodi.
min	Ko min woodi.

e) Progressive Substitution Drill

Cue	Pattern
	Saa gayni ñaamde, cooɗoyaa kam laɗɗi.
qon	Soon gayni ñaamde, cooɗoyon kam liɗɗi.
gas	Soon gasi ñaamde, cooɗoyon kam liɗɗi.
yar	Soon gasi yarde, cooɗoyon kam liɗɗi.
qadd	Soon gasi yarde, ŋgaddoyon kam laɗɗi.
mo	Soon gasi yarde, ŋgaddoyon mo liɗɗi.
keɗam	Soon gasi yarde, ŋgaddoyon mo keɗam.
meŋ	Si meŋ gasi yarde, ŋgaddoyen mo keɗam.
par	Si meŋ pari yarde, ŋgaddoyen mo keɗam.
ɗaan	Si meŋ pari ɗaande, ŋgaddoyen mo keɗam.
ɗabb	Si meŋ pari ɗaande, ɗabboyen mo keɗam.
kam	Si meŋ pari ɗaande, ɗabboyen kam keɗam.
ledde	Si meŋ pari ɗaande, ɗabboyen kam ledde.
ɓe	Si ɓe pari ɗaande, ɓe ɗabboya kam ledde.
gas	Si ɓe gasi ɗaande, ɓe ɗabboya kam ledde.
ligg	Si ɓe gasi liggaade, ɓe ɗabboya kam ledde.
laar	Si ɓe gasi liggaade, ɓe ndaaroya kam ledde.
mo	Si ɓe gasi liggaade, ɓe ndaaroya mo ledde.
kosam	Si ɓe gasi liggaade, ɓe ndaaroya mo kosam.
qa	Saa gasi liggaade, ndaaroyaa mo kosam.
gayn	Saa gayni liggaade, ndaaroyaa mo kosam.
ñaam	Saa gayni ñaamde, ndaaroyaa mo kosam.
sooɗ	Saa gayni ñaamde, cooɗoyaa mo kosam.
kam	Saa gayni ñaamde, cooɗoyaa kam kosam.
liɗɗi	Saa gayni ñaamde, cooɗoyaa kam liɗɗi.

f) Progressive Substitution Drill

Cue	Pattern
	Min kadi, mi yiɗi maŋgo qe ɓiraɗam.
qo	Qo kadi, qo yiɗi maŋgo qe ɓiraɗam.
lamɗam qe gile	Qo Qo kadi, qo yiɗi lamɗam qe gile.
ɓe	Ɓe kadi, ɓe ñjiɗi lamɗam qe gile.
keɗam qe sukar	Ɓe kadi, ɓe ñjiɗi keɗam qe sukar.
qonon	Qonon kadi, qonon ñjiɗi keɗam qe sukar.
tamate qe basalle	Qonon kadi, qonon ñjiɗi tamati qe basalle.
minen	Minen kadi, minen ñjiɗi tamati qe basalle.
sara qe maaro	Minen kadi, minen ñjiɗi sara qe maaro.
qo	Qo kadi, qo yiɗi sara qe maaro.
teew qe liɗɗi	Qo kadi, qo yiɗi teew qe liɗɗi.
mi	Min kadi, mi yiɗi teew qe liɗɗi.
maŋgo qe ɓiraɗam	Min kadi, mi yiɗi maŋgo qe ɓiraɗam.

g) Phrasal Substitution Drill

Cue	Pattern
	Saa gayni ñaamde, sooɗoya kam liɗɗi.
yahana mo marse, nani	Saa gayni ñaamde, yahana mo marse, nani.
saa yotti ton	Saa yotti ton, yahana mo marse, nani.
salmina kam debbomakko	Saa yotti ton, salmina kam debbomakko.
saa yiyi Demba	Saa yiyi Demba, salmina kam debbomakko.
wii mo yoo qar	Saa yiyi Demba, wii mo yoo qar.
si neenemaa qari	Si neenemaa qari, wii mo yoo qar.
qokku mo qo letar	Si neenemaa qari, qokku mo qo letar.
saa yahi ton	Saa yahi ton, qokku mo qo letar.
fad kam haa mi qarta	Saa yahi ton, fad kam haa mi qarta.
saa yiyaani kam ton	Saa yiyaani kam ton, fad kam haa mi qarta.
yey mo liɗɗi ɗi	Saa yiyaani kam ton, yey mo liɗɗi ɗi.
soo qari	Soo qari, yey mo liɗɗi ɗi.
yahana kam marse	Soo qari, yahana kam marse.
saa gayni ñaamde	Saa gayni ñaamde, yahana kam marse.
sooɗoya kam liɗɗi	Saa gayni ñaamde, sooɗoya kam liɗɗi.

h) Phrasal Substitution Drill (Repeat drill] replacing the imperative forms [sooɗoya etc.] with the injunctive forms [cooɗoyaa, etc.] throughout.

23.2 Exercıses

a) Dırected Conversatıon Exercıse (Student takes part [b])

Narratıve:

Qaɗa wıye Demba. Teerımaa mo wıye Ibrayma. Heege naŋgı mo. Qa qarı to gallemaa, tawo qaɗa marı ñaamrı to dow taabulmaaɗa. Qa yıɗı qo ɓaŋa ñaamrımaaɗa, qo ñaama ɗum. Qawa kadı qaɗa yıɗı soo gaynı ñaamde, qo yahan ma marse, qo soodana ma lıɗɗı, basalle, qe lamɗam. Kono qaɗa yıɗı qo waɗa ɗum fow ko yawı.

Dıalog:

a) Jam ñallı Demba.
b) [Jam tan Ibrayma, korı tana qalaa?]

a) Mıɗo qe heege.
b) [Ñaamrı dınıı, to dow taabul qo, ɓaŋ ɗum, ñaamaa.]

a) Qa ȷaraama, Demba.
b) [Qawa saa gaynı ñaamde, yahana kam to galle cuubalooɓe.]

a) Pur hoɗum nıı?
b) [Sooɗoya kam lıɗɗı, basalle, qe lamɗam.]

a) Qawa, baası qalaa, mı yahante.
b) [Waɗ ko yawı.]
a) Qawa.

b) Dırected Conversatıon Exercıse (Student takes part A)

Narratıve.

Kaa gorko Qamerıka wıyete John. Qa yahı to meɗen. Tawo deɓɓomaa no ȷogı ɓıŋgel tokosel. Qonon fow, qoɗon lıgga to Qambasadmoɗon. Qaɗa yıɗı goɗɗo naŋgan qon ɓıŋgel tokoselmoɗon, soon nȷahı gollude. Qawa qa hawrı qe Samba, qa yıɗı haalde mo soklamaaɗa. Honno mbaɗataa?

Dıalog:

a) [John: Jam waalı Samba.]
b) Samba: Jam tan John, hoɗum ñȷıɗaa mı waɗan ma?

a) [John: Mbıımı mıɗo yıɗı yaa wallam debbo moɗɗyo ñȷıɗɗo golle.]
b) Samba: Pur golle hoɗum ñȷıɗɗaa qon waɗan ma?

a) [John: Mıɗo yıɗı, qon naŋgan ɓıŋgel debboqam, sı meŋ ñȷahı gollude.]
b) Samba: Qawa, mı ɗabbante debbo moɗɗyo sı Qalla ȷaɓı.

a) [John: Qa ȷaaraama faŋ faŋ.]
b) Samba: Jaawuur, ñallen ȷam.

23.8 NARRATIVE

Qıbrayma qe Demba

Qıbrayma qe Demba qonñan tuma ɓeɗo kııra to galle Dembaqen. Qıbrayma wıyı Demba kaŋko no heegı. Waɗı qontuma Demba no marı ñaamrı he ɗow taabulmakko. Demba non, wıyı mo yoo ɓam ɗum qo ñaam, qawa soo gaynı ñaamde, qo yahana mo marse, pur qo sooɗana mo lamɗam, basalle, cıgaret qe qalmet. Tawı qontuma, Qıbrayma kadı no yıɗı maŋgo qe ɓıraɗam. Tuma Qıbrayma fuɗɗı yaade, lamdı Demba kadı sı qomo yıɗı goro kadı, qon wıyı mo qeeyı, qomo yıɗı. Non qo yahı marse sooɗoyı ko Demba wıyııno mo qe hooremum.

23.9 Questıons for Dıcsussıon

1. Ko hombo qe hombo kıırı qonñan?
2. To galle hombo ɓe ŋgonııno?
3. Hombo wıyı qomo heegı?
4. To galle Qıbrayma, Demba qe Qıbrayma ŋgonııno maa ko to galle Dembaqen ɓe ŋgonııno?
5. Tuma Qıbrayma wıyı Demba kaŋko no heegı, ko hoɗum Demba ȷaabı mo?
6. Hoɗum wonııno to dow taabul Demba?
7. Demba wıyııno Qıbrayma hunde, pur qo waɗan hunde soo gaynı ñaamde, hoɗum qo wıyı mo?
8. Hombo Demba, wıyı, yoo sooɗana mo lamɗam?
9. Hombo yahanı Demba marse?
10. Ko hoɗum qe hoɗum Demba haalı Qıbrayma yoo sooɗana mo to marse?
11. Tawo Qıbrayma kadı yıɗııno sooɗde hunde to marse qo na, maa qo yıɗaano haytus?
12. Hoɗum kadı Demba yıɗııno Qıbrayma sooɗana mo?
13. Demba qe Qıbrayma hombo yıɗııno maŋgo qe ɓıraɗam.

UNIT 24

24.0 Dıalog: Lots to Do.

	-Demba-	
Yoro, hoɗum mbaɗtaa hande?		Yoro, what wıll you be doıng today?
	-Yoro-	
Ko mbaɗatamı no hewı.		What I wıll be doıng ıs plenty.
	-Demba-	
Hoɗum qe hoɗum mbaɗtaa?		What all wıll you do?
	-Yoro-	
posto [∅] (postoȷı)		post offıce
folo		fırst, fırstly
Folo mıɗo yıɗı yaade posto.		Fırst, I want to go to the post offıce.
	-Demba-	
Saa qıwı ton honto ñȷahataa kadı?		When you come from there, where wıll you go agaın?
	-Yoro-	
qambasad [∅] (qambasadaaȷı)		Embassy
Ghana		Ghana
Mı yahay to Qambasad Ghana.		I wıll go to the Ghana Embassy.
	-Demba-	
maŋgasın [∅] (maŋgasınaaȷı)		store, shop
Qa yahata to maŋgasınmaa na?		Are you goıng to your store?
	-Yoro-	
Qala, meŋ ŋguddıtaanı ɗum hande.		No, we dıdn't open ıt today.
	-Demba-	
Saa qıwı Qambasad Ghana, hoɗum mbaɗtaa?		When you come from the Ghana Embassy, what wıll you do?
	-Yoro-	
letar [∅] (letaraaȷı)		letter
Mı hootay galle, mı wında letarqam.		I wıll go home and wrıte my letter.
	-Demba-	
huub-		fınısh, come to an end
sokla [∅] (soklaaȷı)		busıness, affaırs
Qan non soklaaȷımaa huuɓataa hande.		As for you, your busıness (work) ıs endless today.

-Yoro-

Qaduna ko non.	The world ıs lıke that.

-Demba-

Qawa↑ mın kadı, mıɗo hoota.	OK., Me too, I am goıng home.

24.1 Varıatıon Drılls on Basıc Sentences

a) Random Substıtutıon Drıll

New word: ȷulla [Ø] ȷullaaɓe merchant

Cue	Pattern
	Qa yahata to maŋgasınmaa na?
qo	Qo yahata to maŋgasınmakko na?
Samba	Samba yahata to maŋgasınmakko na?
ɓe	Ɓe ñȷahata to maŋgasınmaɓɓe na?
Demba	Demba yahata to maŋgasınmakko na?
qon	Qon ñȷahata to maŋgasınmoɗon na?
qa	Qa yahata to maŋgasınmaa na?
meŋ	Meŋ ñȷahata to maŋgasınqameŋ na?
ñall	Meŋ ñallata to maŋgasınqameŋ na?
qon	Qon ñallata to maŋgasınmoɗon na?
yey	Qon ñȷeyata to maŋgasınmoɗon na?
ɓe	Ɓe ñȷeyata to maŋgasınmaɓɓe na?
qar	Ɓe ñgarata to maŋgasınmaɓɓe na?
yaa	Ɓe ñȷahata to maŋgasınmaɓɓe na?
ȷulla qo	Julla qo yahata to maŋgasınmakko na?
qa	Qa yahata to maŋgasınmaa na?

b) Random Substıtutıon Drıll

New words:

faɓɓıtı ȷaŋŋgo	three days hence
ȷakku	chew
fım	smoke

Cue	Pattern
	Yoro, hoɗum mbaɗataa hanɗe?
ñaam	Yoro, hoɗum ñaamataa hanɗe?
yey	Yoro, hoɗum ñȷeyataa hanɗe?
sooɗ	Yoro, hoɗum cooɗataa hanɗe?
ȷaŋg	Yoro, hoɗum ȷaŋgataa hanɗe?

	Yoro, hoɗum ȷaŋgataa hande?
ȷaŋgo	Yoro, hoɗum ȷaŋgataa ȷaŋgo?
kııkııɗe	Yoro, hoɗum ȷaŋgataa kııkııɗe?
wıı	Yoro, hoɗum mbıyataa kııkııɗe?
faɓɓı-ȷaŋgo	Yoro, hoɗum mbıyataa faɓɓı-ȷaŋgo?
faɓɓıtı-ȷaŋgo	Yoro, hoɗum mbıyataa faɓɓıtı ȷaŋgo?
haal	Yoro, hoɗum kaalaataa faɓɓıtı ȷaŋgo?
wınd	Yoro, hoɗum mbındataa faɓɓıtı ȷaŋgo?
hande	Yoro, hoɗum mbındataa hande?
ȷakk	Yoro, hoɗum ȷakkataa hande?
ȷaŋgo	Yoro, hoɗum ȷakkataa ȷaŋgo?
yar	Yoro, hoɗum ñȷarataa ȷaŋgo?
hande	Yoro, hoɗum ñȷarataa hande?
waɗ	Yoro, hoɗum mbaɗataa hande?
fım	Yoro, hoɗum pımataa hande?
ȷaab	Yoro, hoɗum ȷaabataa hande?

c) Random Substıtutıon Drıll

Cue	Pattern
	Hoɗum mbaɗataa hande?
qo	Hoɗum qo waɗata hande?
ȷaŋgo	Hoɗum qo waɗata ȷaŋgo?
ɓe	Hoɗum ɓe mbaɗata ȷaŋgo?
faɓɓı-ȷaŋgo	Hoɗum ɓe mbaɗata faɓɓı-ȷaŋgo?
(qon)	Hoɗum mbaɗoton faɓɓı-ȷaŋgo?
Qalarba	Hoɗum mbaɗoton Qalarba?
meŋ	Hoɗum meŋ mbaɗata Qalarba?
Juma	Hoɗum meŋ mbaɗata Juma?
neenemaa	Hoɗum neenemaa waɗata Juma?
Qalkamıs	Hoɗum neenemaa waɗata Qalkamıs?
yımɓeɓe	Hoɗum yımɓeɓe mbaɗata Qalkamıs?
Teneŋ	Hoɗum yımɓeɓe mbaɗata Teneŋ?
ñaam	Hoɗum yımɓeɓe ñaamata Teneŋ?
honto	Honto yımɓeɓe ñaamata Teneŋ?
waal	Honto yımɓeɓe mbaalata Teneŋ?
Talata	Honto yımɓeɓe mbaalata Talata?
(qon)	Honto mbaaloton Talata?
lıgg	Honto lıggoton Talata?
hande	Honto lıggoton hande?
ñall	Honto ñalloton hande?
faɓɓı-ȷaŋgo	Honto ñalloton faɓɓı-ȷaŋgo?
yaa	Honto ñȷahoton faɓɓı-ȷaŋgo?
ȷaŋgo	Honto ñȷahoton ȷaŋgo?

	Honto ñjahoton jaŋgo?
ñaam	Honto ñaamoton jaŋgo?
hoɗum	Hoɗum ñaamoton jaŋgo?
waɗ	Hoɗum mbaɗoton jaŋgo?
hande	Hoɗum mbaɗoton hande?
(qa)	Hoɗum mbaɗataa hande?

d) Random Substitution Drill

Cue	Pattern
	Hombo ñjiyataa hande?
qo	Hombo qo yiyata hande?
jaŋgo	Hombo qo yiyata jaŋgo?
ɓe	Hombo ɓe ñjiyata jaŋgo?
laar	Hombo ɓe ndaarata jaŋgo?
faɓɓi-jaŋgo	Hombo ɓe ndaarata faɓɓi-jaŋgo?
(qon)	Hombo ndaaroton faɓɓi-jaŋgo?
wind	Hombo mbindoton faɓɓi-jaŋgo?
hande	Hombo mbindoton hande?
meŋ	Hombo meŋ mbindata hande?
jaŋgo	Hombo meŋ mbindata jaŋgo?
yii	Hombo meŋ ñjiyata jaŋgo?
hande	Hombo meŋ ñjiyata hande?
(qa)	Hombo ñjiyataa hande?

e) Progressive Substitution Drill

New words:				
	maayo	[ŋgo]	(maaje)	river
	kama	[0]	(kamaaji)	toilet

Cue	Pattern
	Folo miɗo yiɗi yaade posto.
(qo)	Folo qomo yiɗi yaade posto.
kampama	Folo qomo yiɗi yaade kampama.
(ɓe)	Folo ɓeɗo ñjiɗi yaade kampama.
saare	Folo ɓeɗo ñjiɗi yaade saare.
(meŋ)	Folo miɗen ñjiɗi yaade saare.
jaŋgurdu	Folo miɗen ñjiɗi yaade jaŋgurdu.
(qon)	Folo qoɗon ñjiɗi yaade jaŋgurdu.
galle Bookari	Folo qoɗon ñjiɗi yaade galle Bookari.
(qo)	Folo qomo yiɗi yaade galle Bookari.
ladde	Folo qomo yiɗi yaade ladde.
(mi)	Folo miɗo yiɗi yaade ladde.
posto	Folo miɗo yiɗi yaade posto.

	Folo mıɗo yıɗı yaade posto.
(ɓe)	Folo ɓeɗo ñȷıɗı yaade posto.
kama	Folo ɓeɗo ñȷıɗı yaade kama.
(qo)	Folo qomo yıɗı yaade kama.
maayo	Folo qomo yıɗı yaade maayo.
(mı)	Folo mıɗo yıɗı yaade maayo.
posto	Folo mıɗo yıɗı yaade posto.

f) Sımple Substıtutıon-Correlatıon Drıll

Cue	Pattern
	Mın kadı, mıɗo hoota.
qan	Qan kadı, qaɗa hoota.
qo	Qo kadı, qomo hoota.
ɓe	Ɓe kadı, ɓeɗo koota.
qon	Qon kadı, qoɗon koota.
meŋ	Meŋ kadı, mıɗen koota.
qen	Qen kadı, qeɗen koota.

g) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mın kadı, mıɗo hoota.
qan	Qan kadı, qaɗa hoota.
ñaam	Qan kadı, qaɗa ñaama.
qo	Qo kadı, qomo ñaama.
wınd	Qo kadı, qomo wında.
qon	Qon kadı, qoɗon mbında.
yaa	Qon kadı, qoɗon ñȷaha.
ɓe	Ɓe kadı, ɓeɗo ñȷaha.
qar	Ɓe kadı, ɓeɗo ŋgara.
meŋ	Meŋ kadı, mıɗen ŋgara.
hoot	Meŋ kadı, mıɗen koota.
mın	Mın kadı, mıɗo hoota.

24.2 Exercıses

a) Dırected Conversatıon Exercıse (Student takes part B)

Narratıve:

Qındemaa ko Demba. Yoro ko teerımaa. Ñande gooto qoɗon ŋgonı to gallemaaɗa. Qonñan qaɗa hewı ko mbaɗataa. Folo , qa yahay posto, nden Qambasad Ghana, nden hoota gallemon. Qon ŋguddıtaanı maŋgasınmoɗon. Saa hootı qa wındoyay letarmaaɗa. Yoro yıɗı qandude kullemaa ɗe qonñan. Booyaanı qo fuɗɗı lamdaade ma ɗum.

Dıalog:

a) Demba, ko mbaɗtaa han?
b) [Ko hewı, mbaɗatamı han.]

a) Hoto ñȷahataa folo?
b) [Folo mı yahay posto.]

a) Nden hoto ñȷahataa kadı?
b) [Mı yahay Qambasad Ghana.]

a) Nden hoto kadı?
b) [Mı hootay galle, wındoya letarqam.]

a) Qawa, qan non soklaaȷımaa ɗı kuuɓataa han.
b) [Qaduna ko non, Yoro.]

b) Dırected Conversatıon Exercıse. (Student takes part B)

New word: yeɗɗyıt forget

Narratıve:

Qaɗa wıye Jaawo. Karamokko-ɓıɗɗomaa ko John. Bıɗɗomaa gaañı hooremum qe qaksıɗaŋ. Qo yahaanı qekolmakko ɓalɗe ȷowı. Qa yeɗɗyıtı haalde karamokkomakko. Nden ñande gooto qa hawrı qe John. Qo salmını ma,nden qo lamdı ma ko waɗı ɗe ɓalɗe fow, ɓıɗɗomaa yahaanı qekol. Hoɗum kaalataa mo?

Dıalog:

a) Jam ñallı Jaawo.
b) [Jam tan John, honno mbaɗɗaa?]

a) Jam tan, mbıımı honno ɓıɗɗomaa?
b) [Qo gaañı hooremum he qaksıɗaŋ.]

a) Ko waɗı qa haalaanı kam ɗum?
b) [Mı yeɗɗyıtı.]

a) Kono hande wonı ɓalɗe ȷowı qo qaraanı to qekol qo.
b) [Mıɗo qandı, ko mbıı ma mı tan, ko ɗum tan. Mı yeɗɗyıtı ma haalde ɗum.]

a) Qawa, baasİ qalaa.

24.8 NARRATIVE

Demba Qe Yoro

Demba qe Yoro qonñan ɓe ñȷııdı to laawol ŋgol. Demba lamdı Yoro, ko hoɗum qo waɗata qonñan. Yoro wıyı mo, kaŋko waɗay ko hewı qonñan, paskı qomo yıɗı yaade posto, qawa soo qımmı ton, qo yahay to Qambasad Ghana, nden qo hoototo galle, pur qo wındoya letarmakko. Nden Demba lamdı mo kadı sı qo yahata to maŋgasınmaɓɓe, kono Yoro wıyı mo, ɓe ŋguddıtaanı maŋgasınmaɓɓe qonñan. Qawa non Demba wıyı mo, 'Qan, soklaaȷımaa ɗı kuuɓataa'. Yoro kadı ȷaabı mo. Qo wıyı mo 'Qadunaru ndu, ko non'. Nden ɓe fow, kala yahı he laawolmakko.

24.9 Questıons for Dıscussıon

1. Hombo qe hombo qonñan ñȷııdı to laawol ŋgol?
2. Hombo lamdı goreeȷomakko koo waɗtaa qonñan?
3. Hombo wıyı, kaŋko no ȷogı ko hewı koo waɗtaa?
4. Folo, hoto Yoro wıyııno ko ton qo yahata?
5. Qawa, to yahata, soo qıwı ton, honto kadı qo yahata?
6. Hombo yahata to Qambasad Ghanaqen?
7. Qonñan, maŋgasın Yoroqen, ɓe ŋguɗɗıtıımo ɗum na?
8. Demba wıyııno soo qımmı to Qambasad Ghana, qo yahay dula, honto qo yahata nı?
9. Hoɗum Demba waɗata to gallemaɓɓe?
10. Hombo wıyı qo haalaa, 'Qan, soklaaȷımaa ɗı kuuɓataa'.
11. Qan, qaɗa hewı sokla na?
12. Qaɗa waawı wındude letar na?
13. Qaɗa wında yımɓemaaɗa letar na?
14. Tuma ŋgarɗaa ɗo haa ȷoonı, qa heɓı letar na?
15. Hombo mbındataa to mon, folo, saa hóotı gallemaa hande?

UNIT 25

25.0 Dialog: Qalfa Does Some Chores.

	-Yompa-	
Honto ñjaanoɗaa?		Where have you been?
	-Qalfa-	
To wuro.		To the cattle corral.
	-Yompa-	
ɓir		milk (cow et.)
Qa ɓiri naqi ɗi na?		Have you milked the cows?
	-Qalfa-	
Qalaa, mi ɓiraani ɗi.		No, I didn't milk them.
	-Yompa-	
tardaade		to be late
Ko waɗi qa tardiima?		What made you late?
	-Qalfa-	
Tawo miɗo haɓɓa naqi ɗi.		Then I was tying the cows.
	-Yompa-	
Honto gaynaako qo yahiino?		Where had the shepherd gone?
	-Qalfa-	
Qo ɗabboyiino ñalelqam.		He went to look for my calf.
	-Yompa-	
saaku [0] (saakuuji)		sack, bag
Qawa, yaa, qaddu saaku gerteqam to Demba.		OK, go bring my sack of peanuts to Demba's place.
	-Qalfa-	
mbo/hombo?		which?
Mbo Demba?		Which Demba?
	-Yompa-	
Won to galle Hamadi, hedde kampama qo.		[The one] who is at Hamadi's compound near the hospital.
	-Qalfa-	
Mi naba biskaletmaa na?		May I take your bicycle?
	-Yompa-	
heɗo		wait, pay attention, stay
ɓirdugal [ŋgal] (ɓirduɗe)		milking calabash
Qeeyi, kono heɗo, qokkaram ɓirdugal ŋgal.		Yes, but wait, give me that milking calabash.

-Qalfa-

fus	be broken
Ɗum fusı.	That's broken.

-Yompa-

dog	run, race
Qawa, dog, ŋgaraa ȷoonı.	OK, run and come rıght away.

25.1 Varıatıon Drılls on Basıc Sentences

a) Progressıve Substıtutıon Drıll

New words:

fırtu	untıe, undo, dısmount
hırsu	slaughter, cut the throat off
dur	graze (cattle)

Cue	Pattern
	Qa ɓırı naqı ɗı na?
qo	Qo ɓırı naqı ɗı na?
beqı	Qo ɓırı ɓeqı ɗı na?
qayn	Qo qaynı ɓeqı ɗı na?
ɓe	Ɓe ŋgaynı ɓeqı ɗı na?
baalı	Ɓe ŋgaynı baalı ɗı na?
dur	Ɓe durı baalı ɗı na?
qon	Qon durı baalı ɗı na?
naqı	Qon durı naqı ɗı na?
hırs	Qon kırsı naqı ɗı na?
meŋ	Meŋ kırsı naqı ɗı na?
beqı	Meŋ kırsı beqı ɗı na?
ɓır	Meŋ ɓırı beqı ɗı na?
qo	Qo ɓırı beqı ɗı na?
naqı	Qo ɓırı naqı ɗı na?
qayn	Qo qaynı naqı ɗı na?
Demba	Demba qaynı naqı ɗı na?
baalı	Demba qaynı baalı ɗı na?
fırt	Demba fırtı baalı ɗı na?
qa	Qa fırtı baalı ɗı na?
naqı	Qa fırtı naqı ɗı na?
ɓır	Qa ɓırı naqı ɗı na?

b) Substitution Response Drill (Respond in the Negative)

Cue	Question	Response
	Qa ɓiri naqi ɗi na?	Qalaa mi ɓiraani naqi ɗi.
qo	Qo ɓiri naqi ɗi na?	Qalaa qo ɓiraani naqi ɗi.
qayn	Qo qayni naqi ɗi na?	Qalaa qo qaynaani naqi ɗi.
ɓeqi	Qo qayni beqi ɗi na?	Qalaa qo qaynaani beqi ɗi.
ɓe	Ɓe qayni beqi ɗi na?	Qalaa ɓe qaynaani beqi ɗi.
baali	Ɓe qayni baali ɗi na?	Qalaa ɓe qaynaani baali ɗi.
dur	Ɓe duri baali ɗi na?	Qalaa ɓe duraani baali ɗi.
qon	Qon duri baali ɗi na?	Qalaa meŋ duraani baali ɗi.
ɓeqi	Qon duri beqi ɗi na?	Qalaa meŋ duraani beqi ɗi.
hirs	Qon kirsi beqi ɗi na?	Qalaa meŋ kirsaani beqi ɗi.
meŋ	Meŋ kirsi beqi ɗi na?	Qalaa meŋ kiraani beqi ɗi.
naqi	Meŋ kirsi naqi ɗi na?	Qalaa meŋ kirsaani naqi ɗi.
firt	Meŋ firti naqi ɗi na?	Qalaa meŋ firtaani naqi ɗi.
qa	Qa firti naqi ɗi na?	Qalaa mi firtaani naqi ɗi.
baali	Qa firti baali ɗi na?	Qalaa mi firtaani baali ɗi.
ɓir	Qa ɓiri baali ɗi na?	Qalaa mi ɓiraani baali ɗi.

c) Progressive Substitution Drill

Cue	Pattern
	Qo ɗabboyiino ñalelqam.
ɓe	Ɓe ɗabboyiino ñalelqam.
qadd	Ɓe ŋgaddoyiino ñalelqam.
ŋgari maa	Ɓe ŋgaddoyiino ŋgarimaa.
meŋ	Meŋ ŋgaddoyiino ŋgarimaa.
laar	Meŋ ndaaroyiino ŋgarimaa.
neene	Meŋ ndaaroyiino neene.
qo	Qo laaroyiino neene.
nodd	Qo noddoyiino neene.
baaba	Qo noddoyiino baaba.
mi	Mi noddoyiino baaba.
haal	Mi haalaaniino baaba.
ma	Mi haalaaniino ma.
qo	Qo haalaaniino ma.
ɗabb	Qo ɗabboyiino ma.
kam	Qo ɗabboyiino kam.
ñalel qam	Qo ɗabboyiino ñalelqam.

d) Progressive Substitution Drill

New words:

juul	[nde]		pray, worship
juulirde	[nde]	(juulirɗe)	mosque, church
fiɗyirde	[nde]	(piɗyirɗe)	playing field
hirsirde	[nde]	(kirsirɗe)	slaughter house
bamule	[nde]	(bame)	cemetery, graveyard

Cue	Pattern
	Qomo to galle Hamadi, hedde kampama.
(ɓe)	Beɗo to galle Hamadi, hedde kampama.
juulirde	Beɗo to galle Hamadi, hedde juulirde.
(mi)	Miɗo to galle Hamadi, hedde juulirde.
fiɗyirde	Miɗo to galle Hamadi, hedde fiɗyirde.
(meŋ)	Miɗen to galle Hamadi, hedde fiɗyirde.
hirsirde	Miɗen to galle Hamadi, hedde hirsirde.
(qo)	Qomo to galle Hamadi, hedde hirsirde.
bamule	Qomo to galle Hamadi, hedde bamule.
(qon)	Qoɗon to galle Hamadi, hedde bamule.
maayo ŋgo	Qoɗon to galle Hamadi, hedde maayo ŋgo.

25.2 Exercises

a) Directed Conversation Exercise. (Student takes part B)

New words:

fin	wake up, get up, arise (from sleep)
hiŋ	here! take it!
heññere [nde] (keñe)	liver

Narrative:

Qan kaa pullo, wiyete Yompa. Galle baabamaa qe to marsemon woɗɗaa. Subaka gooto qa fini, tawi qa yiyaani baabamaa. Qa yahi to marse. Marse qo no hewi ƭeew. Qa sooɗaani ton hay hunde. Nden qa hooti gallemoɗon, baabamaa noddi ma.

Dialog:

a) Yompa, qar ɗo. Hoto ñjaanoɗaa?
b) [To marse ñjaanomi.]

a) Qaa, mi yiɗiino nelde ma ton hande. Teew nagge no to marse qo na?
b) [Qeeyi, ɗum huuɓata ton hande.]

a) Qawa ↑ hıŋ, sooɗanam heññere moɗɗyo.
b) [Qawa, baası qala, mı qaray ȷoonı.]

a) Qa ȷaaraama, ɓıɗɗoqam.

b) Dırected Conversatıon Exercıse (Student takes part [a])

Narratıve:

Waɗı ñande gooto ɓıŋgelmaa gaañı hooremum. Qaɗa yıɗı nabde mo kampama. Qa ȷogaakı moto. Teerıma, wıyete Banna, no ȷogı moto. Qaɗa yıɗı qo luɓ ma motomakko. Qa yahı to gallemakko. Qa salmını mo. Kaŋko kadı ȷaaɓı ma, nden qo lamdı ma ko ŋgarnoɗaa to makko.

Dıalog:

a) [Jam waalı Banna.]
b) Jam tan teerı. Hoɗum ñȷıɗɗaa?

a) [Mıɗo yıɗı yaa luɓam motomaaɗa.]
b) Hoto ñȷıɗɗaa yaade?

a) [Mıɗo yıɗı yaade kampama.]
b) Pur hoɗum nıı?

a) [Ko ɓıɗɗoqam nabatamı, qo gaañı hooremum.]
b) Qawa, baası qalaa, ɓaŋ ɗum.

a) [Qa ȷaraama Banna.]
b) Jaawuur.

25.8 NARRATIVE

Qe Baabamakko

Qonñan, tuma Yompa fını, qo laarı, qo laarı dula fow he gallemakko pur Qalfa, kono qo yıyaanı mo. Ɓooyaanı tan, Qalfa qartı, non baabamum lamdı mo, ko hoto qo yahıı no, qe hoɗum waɗı qo ɓooyı ton. Qalfa ȷaaɓı mo, qo wıyı, ko to wuro qo yahııno kono qo ɓıraanı naqı ɗı, paskı qontuma gaynaakomaɓɓe yahııno ɗabbude ñalelmakko. Nden baabamakko wıyı mo yoo yaha to galle Demba, qo qaddana mo saaku gertemakko won to ton. Non Qalfa ɓaŋı bıskalet baabamum, yahı he laawolmum.

25.9 Questıons for Dıscussıon

1. Honno baaba Qalfa wıyete?
2. Ko honto Qalfa yahııno qonñan subaka?
3. Hoɗum waɗı qo tardııma?
4. Qalfa ɓırııno naqı ɗı na?
5. Ko waɗı qo waawanı ɓırde naqı ɗı?
6. Honto gaynaakomaɓɓe yahııno?
7. Ko ñalel hombo qo ɗabboyııno?
8. Hedde hoto galle Hamadı wonı?
9. To galle hombo, saaku gerte Yompa wonı?
10. Ko to galle Hamadı, maa ko to galle Demba, saaku gerte Yompa wonııno na?
11. Ko hoɗum fusı?
12. Qalfa nabııno bıskalet baabamum na?
13. Qa meeɗı ɓırde nagge na?
14. Qaɗa waawı dognude bıskalet na?
15. Saa fını subaka, hoɗum mbaɗataa folo?

UNIT 26

26.0 Dialog: Asking Directions

	-Brown-	
maɗɗu		be lost
Min ɗe, mi maɗɗyi.		As for me I am lost.
	-Yompa-	
Honto ñjiɗɗaa yaade?		Where do you want to go?
	-Brown-	
qotel qatlantik		Atlantic Hotel
Qotel Qatlantik.		To the Atlantic Hotel.
	-Yompa-	
Miɗo qandi to qo woni.		I know where it is.
	-Brown-	
Qa waawat hollude kam laawol ton na?		Can you show me the road (to) there?
	-Yompa-	
Baŋ laawol tokosel ŋgel, haa to nder saare nde.		Take the small road up into the town.
	-Brown-	
fot		be equal, be up to, have to, should
yottaade		to reach, arrive at
Si mi yotti ton, hoɗum mi fota waɗde?		When I get there, what should I do?
	-Yompa-	
hirinaŋge		west
Lamɗaa laawol yahata hirnaŋge.		Ask which road goes west.
	-Brown-	
taksi [0] (taksiiji)		taxi
Si tawo ton no woɗɗi, mi baŋa t taksi na?		If that place is far, am I to take a taxi?
	-Yompa-	
Qalaa↑ yahaa qe koyŋgalmaa haa to saare nde.		No, go on foot as far as the town.
	-Brown-	
Waktuuji jelu ɗum baŋata?		How much time will that take?

-Yompa-	
minit [0] (mintaaji)	minute
Ɗum wonay minitaaji sappo qe jowi.	That will be fifteen minutes.
-Brown-	
jeŋgu	be advanced (of time) to get late
Maa qo jeŋgataake, tuma mi yottoto ton.	Hope it will not be late when I get there.
-Yompa-	
futuro [0] ( )	evening sunset, evening prayer time
Qalaa qa yottoto ton ɗo qe futuro.	No you will arrive there before evening.
-Brown-	
Qa jaraama.	Thank you.
-Yompa-	
Jaawuur.	You are welcome.

26.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

Cue	Pattern
	Min de, mi maɗɗyi.
tamp	Min de, mi tampi.
qan	Qan de, qa tampi?
loot	Qan de, qa looti?
qo	Qo de, qo looti.
ñaam	Qo de, qo ñaami.
qoya	Qoya de, qo ñaami.
ɗaan	Qoya, de qo ɗaani.
qonon	Qonon de, qon ɗaani?
waal	Qonon de, qon mbaali?
minen	Minen de, meŋ mbaali.
maɗɗ	Minen de, meŋ maɗɗyi.
ɓe	Ɓe de, ɓe maɗɗyi.
laar	Ɓe de, ɓe ñdaari.
kaŋko	Kaŋko de, qo laari.
yaa	Kaŋko de, qo yahi.
kamɓe	Kamɓe de, ɓe ñjahi.
yar	Kamɓe de, ɓe ñjari.
min	Min de, mi yari.
maɗɗ	Min de, mi maɗɗyi.

b) Progressive Substitution Drill

Cue	
	Miɗo qandi to qo woni.
(qo)	Qomo qandi to qo woni.
yaa	Qomo qandi to qo yahi.
(ɓe)	Ɓeɗo ŋgandi to qo yahi.
waal	Ɓeɗo ŋgandi to qo waali.
(meŋ)	Miɗen ŋgandi to qo waali.
ñaam	Miɗen ŋgandi to qo ñaami.
(qon)	Qoɗon ŋgandi to qo ñaami.
wott	Qoɗon ŋgandi to qo wotti.
(mi)	Miɗo qandi to qo wotti.
won	Miɗo qandi to qo woni.

c) Response Drill (Produce the question to which the cue sentence is an appropriate response)

Cue	Response
Miɗo qandi to qo woni.	Qaɗa qandi to qo woni na?
Qomo qandi to ɓe ŋgoni.	Qomo qandi to ɓe ŋgoni na?
Ɓeɗo ŋgandi to meŋ ŋgoni.	Ɓeɗo ŋgandi to meŋ woni na?
Miɗen ŋgandi to ŋgonɗaa.	Qon ŋgandi to mi woni na?
Qoɗon ŋgandi to qo woni.	Qoɗon ŋgandi to mi woni na?
Qaɗa qandi to meŋ woni?	Qaɗa qandi to meŋ woni na?
Miɗo qandi to qo woni.	Qomo qandi to qo woni na?

d) Progressive Substitution Drill

New words:

tereŋ	[0]	(tereŋaaji)	train
qerpoot	[0]	(qerpootiiji)	airport
huɓeere	[nde]	(kuɓeeje)	commercial district, downtown
pasiyoŋ	[0]	(pasiyoŋaaji)	restaurant

Cue	Pattern
	Qa waawat hollude kam laawol ton na?
qo	Qa waawat hollude qo laawol ton na?
tereŋ	Qa waawat hollude qo laawol tereŋ na?
ɓe	Qa waawat hollude ɓe laawol tereŋ na?
qerpoot	Qa waawat hollude ɓe laawol qerpoot na?
meŋ	Qa waawat hollude meŋ laawol qerpoot na?
huɓeere	Qa waawat hollude meŋ laawol huɓeere na?
mo	Qa waawat hollude mo laawol huɓeere na?
pasiyon	Qa waawat hollude mo laawol pasiyon na?

	Qa wawat hollude mo laawol pasıyon na?
kam	Qa wawat hollude kam laawol pasıyon na?
ȷuulırde	Qa wawat hollude kam laawol ȷuulırde na?
ɓe	Qa wawat hollude ɓe laawol ȷuulırde na?
fıɗyırde	Qa wawat hollude ɓe laawol fıɗyırde na?
kam	Qa wawat hollude kam laawol fıɗyırde na?
ton	Qa wawat hollude kam laawol ton na?

e) Sımple Substıtutıon Drıll

Cue	Pattern
	Baŋ laawol tokosel ŋgel, haa to nder saare nde.
kampama	Baŋ laawol tokosel ŋgel, haa to kampama.
galle Bookarı	Baŋ laawol tokosel ŋgel, haa to galle Bookarı.
ȷaŋgurdu	Baŋ laawol tokosel ŋgel, haa to ȷaŋgurdu.
kuɓeeȷe	Baŋ laawol tokosel ŋgel, haa to kuɓeeȷe.
pasıyoŋ Demba	Baŋ laawol tokosel ŋgel, haa to pasıyoŋ Demba.
qerpoot	Baŋ laawol tokosel ŋgel, haa to qerpoot.
marse	Baŋ laawol tokosel ŋgel, haa to marse.
Qotel Qatlantık	Baŋ laawol tokosel ŋgel, haa to Qotel Qatlantık.
huɓeereqameŋ	Baŋ laawol tokosel ŋgel, haa to huɓeereqameŋ.
ŋgesa qam	Baŋ laawol tokosel ŋgel, haa to ŋgesaqam.
Qambasad Ghana	Baŋ laawol tokosel ŋgel, haa to Qambasad Ghana.

f) Random Substıtutıon Drıll

Cue	Pattern
	Sı mı yottı ton, hoɗum mı fota waɗde?
qa	Saa yottı ton, hoɗum qa fota waɗde?
ñaam	Saa yottı ton, hoɗum qa fota ñaamde?
honto	Saa yottı ton, honto qa fota ñaamde?
ɓe	Sıɓe ñȷottı ton, honto ɓe pota ñaamde?
laar	Sıɓe ñȷottı ton, honto ɓe pota laarde?
hombo	Sıɓe ñȷottı ton, hombo ɓe pota laarde?
nodd	Sıɓe ñȷottı ton, hombo ɓe pota noddude?
meŋ	Sımeŋ ñȷottı ton, hombo meŋ pota noddude?
ɗaɓɓ	Sımeŋ ñȷottı ton, hombo meŋ pota ɗabbude?
hoɗum	Sımeŋ ñȷottı ton, hoɗum meŋ pota ɗabbude?
yar	Sımeŋ ñȷottı ton, hoɗum meŋ pota yarde?
qon	Soon ñȷottı ton, hoɗum qon pota yarde?
ñaam	Soon ñȷottı ton, hoɗum qon pota ñaamde?
mı	Sımı yottı ton, hoɗum mı fota ñaamde?
waɗ	Sımı yottı ton, hoɗum mı fota waɗde?

g) Random Substitution Drill

New words:

kuruye	[Ø]	(kuruyeeji)	bus
sala	[Ø]	(salaaji)	bridge

Cue	Pattern
	Qa yahay qe koyŋgalmaa, haa to saare nde.
qo	Qo yahay qe koyŋgalmakko, haa to saare nde.
kampama qo	Qo yahay qe koyŋgalmakko, haa to kampama qo.
moto	Qo yahay qe motomakko, haa to kampama qo.
ɓe	Ɓe ñjahay qe motomaɓɓe, haa to kampama qo.
kuruye	Ɓe ñjahay qe kuruyemaɓɓe, haa to kampama qo.
jaŋgurdu ndu	Ɓe ñjahay qe kuruyemaɓɓe, haa to jaŋgurdu ndu.
meŋ	Meŋ ñjahay qe kuruyeqameŋ, haa to jaŋgurdu ndu.
sala qo	Meŋ ñjahay qe kuruyeqameŋ, haa to sala qo.
puci	Meŋ ñjahay qe puciqameŋ, haa to sala qo.
qon	Qon ñjahay qe pucimoɗon, haa to sala qo.
maayo ŋgo	Qon ñjahay qe pucimoɗon, haa to maayo ŋgo.
babbi	Qon ñjahay qe babbimoɗon, haa to maayo ŋgo.
marse qo	Qon ñjahay qe babbimoɗon, haa to marse qo.
mi	Mi yahay qe mbabbaqam, haa to marse qo.
kampama qo	Mi yahay qe mbabbaqam, haa to kampama qo.
pucu	Mi yahay qe pucuqam, haa to kampama qo.
koyŋgal	Mi yahay qe koyŋgalqam, haa to kampama qo.
saare nde	Mi yahay qe koyŋgalqam, haa to saare nde.
qa	Qa yahay qe koyŋgalmaa, haa to saare nde.

h) Simple Substitution Drill

New words:

lewru	[ndu]	(lebbi)	month
balɗe	[ɗe]		days of 24 hours[1]
hitande	[nde]	(kitaale)	year
yontere	[nde]	(jonte)	week

Cue	Pattern
	Waktuuji jelu ɗum baŋata.
balɗe	Balɗe jelu ɗum baŋata.
lebbi	Lebbi jelu ɗum baŋata.

---

[1] From waal 'spend the night'. Has no singular.

	Lebbı ȷelu ɗum baŋata.
ȷonte	Jonte ȷelu ɗum baŋata.
mınıtaaȷı	Mınıtaaȷı ȷelu ɗum baŋata.
kıtaale	Kıtaale ȷelu ɗum baŋata.
ȷemmaaȷı	Jemmaaȷı ȷelu ɗum baŋata.
waktuuȷı	Waktuuȷı ȷelu ɗum baŋata.

26.2 Exercıses

a) Dırected Conversatıon Exercıse (Student takes part B)

Narratıve:

Kaa koɗɗo. Qaɗa wıye John. Qaɗa wonı to saare Samɓaqen. Qotel gooto no ton, no wıye Qotel Qatlantık. Qaɗa yıɗı yaade ton, kono qa qandaa laawol ŋgol yahata ton. Qa qandaa to ɗum wonı. Qa hawrı he gorko gooto he laawol. Qon no wıye Yompa. Qaɗa yıɗı qo haalana ma, laawol ŋgol yahata ton. Nden waɗı, kaŋko folo noddı ma nden qon calmınondırı. Qa lamdı mo qındemakko.

Dıalog:

a) Jam waalı koɗɗo.
b) [Jam tan, honno mbıyeteɗaa?]

a) Mıɗo wıye Yompa, qan non?
b) [Mıɗo wıye John.]

a) Hoto ñȷıɗaa yaade?
b) [Mıɗo yıɗı yaade Qotel Qatlantık.]

a) Qaɗa qandı ton na?
b) [Qalaa mı qandaanı ton, haalanam laawol ŋgol yahata ton.]

a) Qawa baası qalaa.
b) [Qa ȷaaraama, Yompa.]

b) Dırected Conversatıon Exercıse (Student takes part B)

Narratıve:

New words:	ñaamande [nde] (ñaamaale)	loan
	ñaamlu	lend

Qaɗa wıye Samba. Kaa demowo. Nduŋgu qarı. Qaɗa yıɗı ñaamande. Tuubaakomaaɗa hootı to leydımaɓɓe. Frank ko teerımaa moɗɗyo. Koo ȷom kaalıs. Qaɗa yıɗı qo ñaamlu ma kaalıs. Qaɗa yıɗı sooɗde gerte, qe ȷawrı qe maaro. Qa yahı to makko. Qo lamdı ma ko wonı soklamaaɗa. Hoɗum kaalataa mo?

Dıalog:

a) Jam hıırı Samba.
b) [Jam ton Frank.]

a) Ko hoɗum.
b) [Hombo mın? Ko ñaamande ñıȷıɗmı, kono tuubaakoqam hootı to maɓɓe.]

a) Qawa hoɗum ñıȷıɗaa mı waɗan ma?
b) [Mıɗo yıɗı yaa ñaamlam kaalıs.]

a) Hoɗum mbaɗtaa qe ɗum.
b) [Mıɗo yıɗı sooɗde gerte, gawrı qe maaro.]

a) Qawa, ɓaası qalaa.
b) [Qa ȷaaraama, Frank.]

a) Jaawuur Samba.

26.8 NARRATIVE

New word:
(haalaa) pular — Fula (language)

Qonñan Yompa no yaha he laawol, qo hawrı qe tuubaako gooto wıye'te Brown. Brown, no waawı haalde haalaa pular. Tuma qo yıyı Yompa, qo wıyı mo, 'Teerı, mın de, mı maɗɗyı'. Nden Yompa lamdı mo, hoto qo yahata. Qa haalı Demba, to Qotel Qatlantık qo yıɗı yaade. Non Yompa wıyı mo, yoo ɓaŋ laawol tokosel ŋgel haa to saare nde, nden qo lamda yımɓe ɓe ton laawol yahata hıırange. Brown nden lamdı mo, 'Waktuuȷı ȷelu ɗum ɓaŋata'. Yompa haalı ko ȷelu, kadı qo wıyı mo, qo yottoto ton qontuma qe futuro.

26.9 Questıons for Dıscussıon

1. Hombo maɗɗyı he laawol qonñan?
2. Ko hoto, qo yahataano?
3. Kaŋko qe hombo kawrı he laawol?
4. Ko hoɗum qo wıyı, yoo Yompa hollu mo?
5. Yompa hollı mo laawol ŋgol na?
6. Ko laawol hombo Yompa haalı mo, qo ɓaŋaa qon?
7. Hoɗum wonı qınde qotel qo, Brown yahatano?
8. Yompa wıyı mo qo yaha haa to saare nde, qawa hoɗum qo fottaa waɗde ton?
9. Ko koŋgalmakko qo yahata haa ton na, maa ko taksı?
10. Ko mınıtaaȷı ȷelu Yompa wıyıına ɗum ɓaŋata?
11. Qo ȷeŋgay na, maa ȷeŋgataa qontuma, haa tuma qo yottoto ton?
12. Ko ȷemma qo yottoto ton na?
13. Qa meeɗı yaade qe koyŋgalwaaɗa to woɗɗı?
14. Qa meeɗı maɗɗyude na he laawol?
15. Qon tamı taksı to moɗon na?

UNIT 27

27.0 Dialog: Frank's Car Has a Breakdown.

-Frank-	
fiita [Ø] (fiitaaɓe)	fitter, mechanic
Fiita motoqam yakki.	Fitter, my car is broken.
-fiita-	
sofer [Ø] (soferiiɓe)	driver
Hoɗum yakki hen? Ko sofermaa yakki ɗum na?	What's broken in (it). Was it your driver who broke it?
-Frank-	
hayhunde	(not) anything
Mi qandaa hayhunde qe fii moto.	I don't know anything about ('in the matter of') cars.
-fiita-	
garas [Ø] (garasiiji)	garage
Qawa,qaddu ɗum to garasqam.	OK, bring it in my garage.
-Frank-	
qaparante [Ø] (qaparanteeɓe)	apprentice
Haal qaparantemaa,yoo wallam mi qadda ɗum.	Tell your apprentice to help me bring it.
-fiita-	
Qalaa, fad,min mi wallu ma.	No, wait, I'll help you.
-Frank-	
Ko jelu mi yoɓata ma?	How much do I have to pay you?
-fiita-	
Simi fewni ɗum,qa yoɓay kam buuɗi jeenay.	When I fix it you will pay me thirty-six shillings.
-Frank-	
Qawa↑ kono qa fadat haa jaŋgo kiikiiɗe.	OK, but you will have to wait till tomorrow evening.
-fiita-	
Qalaa↑ mi jaɓataa qe ɗum.	No, I will not agree to that.
-Frank-	
feere [nde] (peqe)	plan
Mi waɗay feere mi qaddan kaalismaa.	I will make a plan to bring your money.

-fiita-

salifana	early afternoon (ca. 2 PM)
Qawa† kono ŋgaraa do qe salifana nani.	OK, but come between now and two o'clock.

-Frank-

qalansara	late afternoon (ca. 4PM)
Mi qaray hakkunde salifana qe qalansara.	I will come between two and four o'clock.

27.1 Variation Drills on Basic Sentences

a) Random Substitution Drill

New words:			
montor	[∅]	(montoraaji)	watch, clock
danna	[∅]	(dannaaɓe)	hunter
dewgal	[ŋgol]	(dewle)	marriage
kamiyon	[∅]	(kamiyonaaji)	truck

Cue	Pattern
	Mi qandaa hayhunde qe fii moto.
ɓe	Ɓe ŋgandaa hayhunde qe fii moto.
kuruye	Ɓe ŋgandaa hayhunde qe fii kuruye.
kamiyon	Ɓe ŋgandaa hayhunde qe fii kamiyon.
qo	Qo qandaa hayhunde qe fii kamiyon.
biskalet	Qo qandaa hayhunde qe fii biskalet.
montor	Qo qandaa hayhunde qe fii montor.
qon	Qon ŋgandaa hayhunde qe fii montor.
danna	Qon ŋgandaa hayhunde qe fii danna.
meŋ	Meŋ ŋgandaa hayhunde qe fii danna.
dewgal	Meŋ ŋgandaa hayhunde qe fii dewgal.
ɓe	Ɓe ŋgandaa hayhunde qe fii dewgal.
qo	Qo qandaa hayhunde qe fii dewgal.
moto	Qo qandaa hayhunde qe fii moto.

b) Progressive Substitution Drill

New words:

qalmuuɗo	[qo]	(qalmuuɓe)	student
qarka	[ø]	(qarkaaji)	box
wotir	[ø]	(wotiraaji)	car (Fr. voiture)

Cue	Pattern
	Haal qaparantemaa, yoo wallam mi qadda ɗum.
yimɓe	Haal yimɓemaa, yo ɓe wallam mi qadda ɗum.
motoqam	Haal yimɓemaa, yo ɓe wallam mi qadda motoqam.
qalmuuɗo	Haal qalmuuɗomaa, yoo wallam mi qadda motoqam.
wotirmaa	Haal qalmuuɗomaa, yoo wallam mi qadda wotirmaa.
teeri	Haal teerimaa, yoo wallam mi qadda wotirmaa.
biskaletqam	Haal teerimaa, yoo wallam mi qadda biskaletqam.
kaw	Haal kawmaa, yoo wallam mi qadda biskaletqam.
kamiyoŋmaa	Haal kawmaa, yoo wallam mi qadda kamiyoŋmaa.
sukaaɓeɓe	Haal sukaaɓeɓe, yoɓe wallam mi qadda kamiyoŋmaa.
nagge nge	Haal sukaaɓeɓe, yoɓe wallam mi qadda nagge ŋge.
worɓemaa	Haal worɓemaa, yoɓe wallam mi qadda nagge ŋge.
ŋgariqam	Haal worɓemaa, yoɓe wallam mi qadda ŋgariqam.
baaba	Haal baabamaa, yoo wallam mi qadda ŋgariqam.
qarkamaa	Haal baabamaa, yoo wallam mi qadda qarkamaa.
qaparante	Haal qaparantemaa, yoo wallam mi qadda qarkamaa.
ɗum	Haal qaparantemaa, yoo wallam mi qadda ɗum.

c) Random Substitution Drill

Cue	Pattern
	Ko jelu mi yoɓata ma?
qo	Ko jelo qo yoɓata ma?
qokk	Ko jelu qo qokkata ma?
ɓe	Ko jelu ɓe ŋgokkata ma?
mo	Ko jelu ɓe ŋgokkata mo?
meŋ	Ko jelu meŋ ŋgokkata mo?
yey	Ko jelu meŋ ñjeyata mo?
qon	Ko jelu qon ñjeyata mo?
kam	Ko jelu qon ñjeyata kam?
qo	Ko jelu qo ñjeyata kam?

	Ko ȷelu qo ñȷeyata kam?
ñaaml	Ko ȷelu qo ñaamlata kam?
ma	Ko ȷelu qo ñaamlata ma?
mı	Ko ȷelu mı ñaamlata ma?
yoɓ	Ko ȷelu mı yoɓata ma?

d) Progressive Substitution Drill

Cue	Pattern
	Qawa↑ kono qa fadat, haa ȷaŋgo kııkııɗe.
qo	Qawa↑ kono qo fadat, haa ȷaŋgo kııkııɗe.
qalansara	Qawa↑ kono qo fadat, haa ȷaŋgo qalansara.
ɓe	Qawa↑ kono ɓe padat, haa ȷaŋgo qalansara.
salıfana	Qawa↑ kono ɓe padat, haa ȷaŋgo salıfana.
qon	Qawa↑ kono qon padat, haa ȷaŋgo salıfana.
ȷemma	Qawa↑ kono qon padat, haa ȷaŋgo ȷemma.
meŋ	Qawa↑ kono meŋ padat, haa ȷaŋgo ȷemma.
ñalloma	Qawa↑ kono meŋ padat, haa ȷaŋgo ñalloma.
mı	Qawa↑ kono mı fadat, haa ȷaŋgo ñalloma.
Qalkamıs	Qawa↑ kono mı fadat, haa Qalkamıs.
qo	Qawa↑ kono qo fadat, haa Qalkamıs.
teneŋ	Qawa↑ kono qo fadat, haa Teneŋ.
qa	Qawa↑ kono qa fadat, haa Teneŋ.
ȷaŋgo kııkııɗe	Qawa↑ kono qa fadat, haa ȷaŋgo kııkııɗe.

e) Sımple Substıtutıon Drıll

Cue	Pattern
	Qawa↑ kono ŋgaraa ɗo qe salıfana.
qalansara	Qawa↑ kono ŋgaraa ɗo qe qalansara.
kııkııɗe	Qawa↑ kono ŋgaraa ɗo qe kııkııɗe.
ȷuma	Qawa↑ kono ŋgaraa ɗo qe Juma.
Qalarba	Qawa↑ kono ŋgaraa ɗo qe Qalarba.
Talata	Qawa↑ kono ŋgaraa ɗo qe Talata.
Sıbıtı	Qawa↑ kono ŋgaraa ɗo qe Sıbıtı.
ñalloma	Qawa↑ kono ŋgaraa ɗo qe ñalloma.
Teneŋ	Qawa↑ kono ŋgaraa ɗo qe Teneŋ.
Dımas	Qawa↑ kono ŋgaraa ɗo qe Dımas.
Qalkamıs	Qawa↑ kono ŋgaraa ɗo qe Qalkamıs.
futuro	Qawa↑ kono ŋgaraa ɗo qe futuro.

27.2 Exercises

a) Directed Conversation Exercise (Student takes part A)

Narrative:

Wayno qa jogi moto. Ɗum yakki qe juŋgomaa. Qa qandaa hayhunde he kulle moto. Qaɗa haali fiita qo fewnin ma ɗum. Qo wiyi qa yoɓay mo he ɗum. Qontuma qa jogaaki kaalis. Qaɗa yiɗi qo fada haa jaŋgo kiikiiɗe, kono qo jaɓaani he ɗum. Qaɗa yiɗi waɗde feere yoɓa mo qonñan. Qomo yiɗi ñjoɓaa mo qonñan salifana. Qa wiyi mo qa qadday ñjoɓdimakko hakkunde salifana qe qalansara. Folo hoɗum kaalataa fiita qo?

Dialog:

a) [Jam ñalli fiita.]
b) Jam tan, hoɗum ñjiɗaa?

a) [Motoqam yakki, miɗo yiɗi pewnanaa kam ɗum.]
b) Qawa, kono qa yobay kam pur ɗum.

a) [Qawa↑ baasi qalaa, kono qa faɗay haa jaŋgo kiikiiɗe.]
b) Qalaa↑ qaddaa ɗum, ɗo qe salifana.

a) [Qawa↑ mi waɗay feere, mi qadda ɗum hakkunde salifana qe qalansara.]
b) Qawa↑ baasi qalaa.

a) [Qa jaraama, fiita.]

b) Directed Conversation Drill (Student takes part A)

Narrative:

Kaa mawɗo pullo gorko. Qaɗa he hoore muusore. Qa dojoto he jemma. Ɓandumaa kadi wulay. Qa waawataa fofde no moɗɗyi. Qawa beccemaa ɗe no metti ma. Qa yahi kampama yiide dokotor. Qomo yiɗi haalana mo ko heɓ ma.

Dialog:

a) [Jam ñalli dokotor.]
b) Jam tan mawɗo, ko heɓ ma?

a) [Miɗo qe hoore muusore.]
b) Qa dojoto he jemma na?

a) [Qeeyi, mi dojoto he jemma.]
b) Honno ɓandumaa non?

a) [Ɗum kadi, wulay jemma.]
b) Qawa beccemaa ɗe na?

a) [Ɗum kadı no mettı kam.]
b) Qawa ɗum no moɗɗyı, ȷooɗo fadam.

a) [Qa ȷaraama dokotor.]
b) Jawuur.

27.8 NARRATIVE

New word:	pos [0] (posııȷı)	pocket

Qonñan moto Frank yakkı he laawol. Tawo kaŋko non waawaa haytus he fewnınde moto. Waɗı qo yıyı fııta gooto. Qo haalı qon, yoo fewnana mo motomakko. Fııta qo ȷaɓı. Nden Frank lamdı mo ko ȷelu qo fota yoɓde mo he ɗum. Fııta qo wıyı mo, qo yoɓay mo buuɗı ȷeenay. Kono tawo Frank ȷogaakı hay kopar he posmakko. Non qo wıyı fııta qo, yoo qon fada haa ȷaŋgo ŋgo. Kono fııta qo salı. Nden Frank wıyı mo, qo waɗay feere, qo qaddan mo kaalısmakko, hakkunde salıfana qe qalansara.

27.9 Questıons for Dıscussıon

1. Moto hombo yakkı he laawol qonñan?
2. Ko moto Frank yakkı he laawol na, maa ko moto goɗɗo?
3. Frank non, qomo qandı hunde he kulle moto na?
4. Tuma Frank yakkı motomakko, ko hombo qo wıyı, qon fewnan mo ɗum?
5. Fııta qo ȷaɓııno fewnınde moto Frank na?
6. Ko ȷelu fııta qo, wıyı Frank, qo yoɓata mo, soo fewnını mo motomakko?
7. Qontuma Frank no ȷogı kaalıs na, maa qo ȷogaakı haytus?
8. Ko hoɗum Frank wıyı Fııta qo, tuma qon wıyı mo, ȷelu qo fota mo yoɓde?
9. Fııta qo ȷaɓııno fadde ha ȷaŋgo ŋgo na?
10. Ko tuma fııta qo, wıyı Frank, yoo qadda kaalısmakko?
11. Frank wıyı mo qo qadday kaalısmakko hakkunde waktu gooto qe gooto. Haalanam waktuuȷı ɗı.
12. Ko ȷelu meeɗuɗaa yoɓde fııta?
13. Motomaa meeɗı yakkude he laawol na?
14. Qaɗa waawı dognude moto?
15. Tuma fuddıɗaa dognude moto?

UNIT 28

28.0 Dıalog: Kumba's Baby was Sıck.

	-Demba-	
boobo [∅] (booboo6e)		baby, ınfant
Kumba, no boobomaa waɗı?		Kumba, how ıs your baby?
	-Kumba-	
doȷ		cough
Qomo doȷa haa ȷoonı, he ȷemma.		He stıll coughs at nıght.
	-Demba-	
ȷaaŋgo [ŋgo] (ȷaalı)		cold, cold weather
Mı sıkkı ko ȷaaŋgo ŋgo naŋgı mo.		I thınk ıt's the cold weather [that] has affected hım.
	-Kumba-	
nımonıya		pneumonıa
Dokotor qo wıyı qo heɓı nımonıya.		The doctor saıd he has pneumonıa.
	-Demba-	
ȷaŋgaro [∅] (ȷaŋgarooȷı)		dısease
Qon ȷaŋgaro moɗɗyaa he ɓıŋgel.		That dısease ıs bad ın a chıld.
	-Kumba-	
peŋga		ınȷect
Kono, gıla ɓe peŋgı mo qe ȷoonı, ɓandumakko ɓurı seeɗa.		But sınce they gave hım an ınȷectıon, he ('hıs body') has gotten a bıt better.
	-Demba-	
doȷere [nde] (doȷe)		cough
Qokku mo kı lekkı, ɗum no moɗɗyı he doȷere.		Gıve hım thıs medıcıne, ıts good for a cough.
	-Kumba-	
Wallam mı huɓɓa ȷayŋgol ŋgol.		Help me lıght the fıre.
	-Demba-	
Qawa.		O.K.
	-Kumba-	
Qa ȷaaraama, Demba.		Thank you, Demba.
	-Demba-	
Jaawuur.		You're welcome.

28.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New word: tut vomit, puke

Cue	Pattern
	Qomo doja haa jooni he jemma.
(ɓe)	Ɓeɗo doja haa jooni he jemma.
muyn	Ɓeɗo muyna haa jooni he jemma.
(mi)	Miɗo muyna haa jooni he jemma.
wull	Miɗo wulla haa jooni he jemma.
(meŋ)	Miɗen wulla haa jooni he jemma.
ñaam	Miɗen ñaama haa jooni he jemma.
(qon)	Qoɗon ñaama haa jooni he jemma?
doj	Qoɗon doja haa jooni he jemma?
(qo)	Qomo doja haa jooni he jemma.
tut	Qomo tuta haa jooni he jemma.

b) Simple Substitution Drill

New words:

nandal [ø]	(nandalaaji)	purge, purgative
safara [ø]	(safaraaji)	remedy

Cue	Pattern
	Qon jaŋgaro moɗɗyaa he ɓiŋgel.
ñaamri	Qon ñaamri moɗɗyaa he ɓiŋgel.
lekki	Qon lekki moɗɗyaa he ɓiŋgel.
safara	Qon safara moɗɗyaa he ɓiŋgel.
keɗam	Qon keɗam moɗɗyaa he ɓiŋgel.
kosam	Qon kosam moɗɗyaa he ɓiŋgel.
neɓam	Qon neɓam moɗɗyaa he ɓiŋgel.
ndiyam	Qon ndiyam moɗɗyaa he ɓiŋgel.
padal	Qon padal moɗɗyaa he ɓiŋgel.
wutte	Qon wutte moɗɗyaa he ɓiŋgel.
tuuba	Qon tuuba moɗɗyaa he ɓiŋgel.
mbaldi	Qon mbaldi moɗɗyaa he ɓiŋgel.
ɓiraɗam	Qon ɓiraɗam moɗɗyaa he ɓiŋgel.
hendu	Qon hendu moɗɗyaa he ɓiŋgel.
dojere	Qon dojere moɗɗyaa he ɓiŋgel.
nandal	Qon nandal moɗɗyaa he ɓiŋgel.
jaŋgaro	Qon jaŋgaro moɗɗyaa he ɓiŋgel.

c) Progressive Substitution Drill

New words:

sondel [ŋgel] (sondelaaji)	candle
qaw	sow (seed)
ñoot	to sew (cloth)

Cue	Pattern
	Wallam mi huɓɓa jayŋgol ŋgol.
sondel	Wallam mi huɓɓa sondel ŋgel.
yey	Wallam mi yeya sondel ŋgel.
wutte	Wallam mi yeya wutte qo.
ñoot	Wallam mi ñoota wutte qo.
tuuba	Wallam mi ñoota tuuba mba.
loot	Wallam mi loota tuuba mba.
maaro	Wallam mi loota maaro ko.
qawa	Wallam mi qawa maaro ko.
gerte	Wallam mi qawa gerte de.
yey	Wallam mi yeya gerte ɗe.
sondel	Wallam mi yeya sondel ŋgel.
huɓɓ	Wallam mi huɓɓa sondel ŋgel.
jayŋgol	Wallam mi huɓɓa jayŋgol ŋgol.

d) Random Substitution Drill

Cue	Pattern
	Wallu kam, mi huɓɓa jayŋgol ŋgol.
mo	Wallu mo, qo huɓɓa jayŋgol ŋgol.
sondel	Wallu mo, qo huɓɓa sondel ŋgel.
ɓe	Wallu ɓe, ɓe kuɓɓa sondel ŋgel.
yey	Wallu ɓe, ɓe ñjeya sondel ŋgel.
wutteqam	Wallu ɓe, ɓe ñjeya wutteqam.
ñoot	Wallu ɓe, ɓe ñoota wutteqam.
meŋ	Wallu meŋ, meŋ ñoota wutteqam.
tuuba	Wallu meŋ, meŋ ñoota tuuba mba.
loot	Wallu meŋ, meŋ loota tuuba mba.
maaro	Wallu meŋ, meŋ loota maaro ko.
mo	Wallu mo, qo loota maaro ko.
qaw	Wallu mo, qo qawa maaro ko.
gerte	Wallu mo, qo qawa gerte ɗe.
yey	Wallu mo, qo yeya gerte ɗe.
kam	Wallu kam, mi yeya gerte ɗe.
sondel	Wallu kam, mi yeya sondel ŋgel.

	Wallu kam, mı yeya sondel ŋgel.
huɓɓ	Wallu kam, mı huɓɓa sondel ŋgel.
ȷayŋgol	Wallu kam, mı huɓɓa ȷayŋgol ŋgol.

28.2 EXERCISES

a) Dırected Conversatıon Exercıse (Student takes part B)

Narratıve:

Qındemaa ko Kumba. Qaɗa ȷogı boobo. Boobomaa doȷoto he ȷemma. Qa naɓı mo kampama. Ton, ɓe peŋgı mo. Dokotor qo, wıyı ma, ɓıŋgelmaa no heɓı nımonıya. Demba qokkı ma lekkı pur ɓıŋgelmaa. Demba yıɗı qandude sı ɓandu ɓıŋgelmaa ɓurı. Sı tawo Demba lamdı ma, hoɗum kaalataa mo?

Dıalog:

a) Kumba, no ɓıŋgelmaa waɗı?
b) [Qomo ɗoȷa haa ȷoonı, he ȷemma.]

a) Korı wonaa ȷaaŋgo ŋgo naŋgı mo?
b) [Dokotor qo wıyı, ko nımonıya qo heɓı.]

a) Maa qo ɓurı seeɗa?
b) [Qeeyı ↑ gıla ɓe peŋgı mo qe ȷoonı, ɓandumum ɓurı seeɗa.]

a) Qokku mo kı lekkı, ɗum no moɗɗyı qe doȷere.
b) [Qa ȷaaraama, Demba.]

a) Jaawuur, Kumba.

b) Dırected Conversatıon Exercıse (Student takes part A)

New word: haaȷu [0] (haaȷuuȷı)	need, matter, requırement

Narratıve:

Kaa ȷom galle. Qaɗa resı debbo. Debbomaa heɓanı ma ɓıɗɗo-gorko. Qon fotı naatde qekol. Ñande gooto qa yahı to ɓe ȷaŋgırtaa sukaaɓe ɓe. Qaɗa yıɗı ȷaŋgınowo won to ton, yoo wallu ma qa naatına ɓıɗɗomaa to qekol. Qaɗa yıɗı qo haalana ma koo sooɗantaa ɓıɗɗomaa he fıı defte, wutte, qe pade. Tuma qo yottı ton, ȷaŋgınowo salmını ma. Qawa soo lamdı ma ko wonı haaȷumaa, hoɗum kaalataa mo?

Dıalog:

a) [Jam ñallı ȷaŋgınowo?]
b) Jam tan mawɗo, hoɗum qaranɗaa ɗo?

a) [Mıɗo yıɗı yaa wallam mı naatına ɓıɗɗoqam to qekolmaaɗa.]
b) Joonı non, hoɗum ñȷıɗɗaa mı waɗan ma.
a) [Haalanam hoɗum fottaamı sooɗde he defte, wutte qe pade pur
ɓıɗɗoqam?
b) Qaa,mı yıyı, yaa, ŋgaraa ȷaŋgo subaka,nanı?
a) [Qawa, baasɪ qala.]
b) Qo ȷaaraama mawɗo.
a) [Qan kadı, qa ȷaaraama.]

28.8 NARRATIVE

Kumba qe Demba Hawrı he Laawol

Tuma Kumba qe Demba kawrı qonñan, Demba lamdı mo, honno boobomakko waɗı. Kumba wıyı mo, boobomakko no doȷa tan ȷemma qo ȷemma. Nden Demba wıyı mo, kaŋko sıkkı, ko ȷaaŋgo naŋgı ɓıŋgel ŋgel. Kono Kumba wıyı, dokotormakko wıyı, boobo qo, no heɓı 'ñımonıya — ɗum ko ȷaŋgaro-ȷaaŋgo'. Nden Demba qokkı Kumba lekkı doȷere pur boobomakko. Non ɓe ȷaarandırı, qawa kala qe maɓɓe yahı he laawolmum.

28.9 Questıons for Dıscussıon

1. Ko boobo hombo doȷata he ȷemma?
2. Hombo lamdı Kumba he fıı boobomakko?
3. Hoɗum dokotor qo wıyı Kumba he fıı boobomakko?
4. Hoɗum dokotor qo wıyı, ko ɗum boobo Kumba heɓı?
5. Qa meeɗı heɓde ȷaŋgaro 'nımonıya' na?
6. Tuma ɓe peŋgı ɓıŋgel Kumba, ɓandumakko ɓurıı no na?
7. Hombo qokkı Kumba lekkı pur boobomakko?
8. Lekkı kı, Demba qokkı Kumba, qon lekkı ko lekkı doȷere na?
9. Qa meeɗı heɓde doȷere na?
10. Hoɗum wonı ȷaŋgaro-ȷaaŋgo?
11. Honno boobomaa waɗı?
12. Ko hoɗum moɗɗyı he doȷere?

UNIT 29

29.0 Dialog: Frank is Interested in Farming

	-Frank-	
Demba, miɗo yiɗi ŋgesa moɗɗyo.		Demba, I want a good farm (land).
	-Demba-	
Hoɗum ñjiɗɗaa qawde ton?		What do you want to sow in it?
	-Frank-	
makara [Ø] (makaraaji)		corn, maize
gawri [ndi] (gawe)		millet
Makara, maa gawri.		Corn or millet.
	-Demba-	
Leydi moɗɗyo no to seŋgo ŋgesaqam.		There is a good land beside my farm.
	-Frank-	
janan		someone else's (property, quality or characteristic)
Ko janan hombo nii?		Whose property is it?
	-Demba-	
qalkaali [Ø] (qalkaaliiɓe)		village headman
Qalkaaliqameŋ wiyi kala yiɗi, yoo ɓaŋ ɗum.		Our village head said anyone interested can have it.
	-Frank-	
Kori ledde ɗe hewaani ton?		Hope there are not many trees?
	-Demba-	
Wotaa ɗum jaakli ma, nani.		Don't let that worry you, hear!
	-Frank-	
faŋi [Ø] (faŋiiji)		cutlass
jambere [nde] (jambe)		ax
Ñjehen cooɗoyen faŋi qe jambere.		Let's go and buy a cutlass and an ax.
	-Demba-	
rato [Ø] (ratooji)		rake
Rato non?		How about a rake?
	-Frank-	
soppu		cut down
Faɓɓi-jaŋgo qen coppoyay ledde de fow.		After tomorrow we can go and cut down all the trees.

-Demba-

Qawa, ɗum moɗɗyi, ñallen jam.	O.K., that's fine, good afternoon. afternoon.

-Frank-

Qa jaaraama, Demba.	Thank you Demba.

29.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

New words:

soynde [nde] (coynɗe)	open land
weendu [ndu] (beeli)	lake

Cue	Pattern
	Leydi moɗɗyo no to seŋgo ŋgesaqam.
soynde	Soynde moɗɗyo no to seŋgo ŋgesaqam.
laawol	Laawol moɗɗyo no to seŋgo ŋgesaqam.
weendu	Weendu moɗɗyo no to seŋgo ŋgesaqam.
suudu	Suudu moɗɗyo no to seŋgo ŋgesaqam.
wuro	Wuro moɗɗyo no to seŋgo ŋgesaqam.
hayre	Hayre moɗɗyo no to seŋgo ŋgesaqam.
leydi	Leydi moɗɗyo no to seŋgo ŋgesaqam.

b) Progressive Substitution Drill

Cue	Pattern
	Qalkaliqameŋ wiyi, kala yiɗi yoo ɓan ɗum.
karamokkomaa	Karamokkomaa wiyi, kala yiɗi yoo ɓaŋ ɗum.
yaa	Karamokkomaa wiyi, kala yiɗi yoo yaa.
baabamakko	Baabamakko wiyi, kala yiɗi yoo yaa.
qar	Baabamakko wiyi, kala yiɗi yoo qar.
lamɗo qo	Lamɗo qo wiyi, kala yiɗi yoo qar.
windu	Lamɗo qo wiyi, kala yiɗi yoo windu.
jargaqameŋ	Jargaqameŋ wiyi, kala yiɗi yoo windu.
ñaam	Jargaqameŋ wiyi, kala yiɗi yoo ñaama.
neeneqam	Neeneqam wiyi, kala yiɗi yoo ñaama.
yar	Neeneqam wiyi, kala yiɗi yoo yara.
debbomaa	Debbomaa wiyi, kala yiɗi yoo yara.
laar	Debbomaa wiyi, kala yiɗi yoo laara.
kawmakko	Kawmakko wiyi, kala yiɗi yoo laara.
ɓaŋ ɗum	Kawmakko wiyi, kala yiɗi yoo ɓaŋ ɗum.
qalkaliqameŋ	Qalkaliqameŋ wiyi, kala yiɗi yoo ɓaŋ ɗum.

c) Progressıve Substıtutıon Drıll

New words:

laɓı	[kı́]	(laɓɓe)	knıfe
kufune	[ø]	(kufuneeȷı)	hat
tıka	[ø]	(tıkaaȷı)	head scarf
genso	[ø]	(gensooȷı)	undershırt
marto	[ø]	(martooȷı)	hammer
pontu	[ø]	(pontuuȷı)	naıl
somɓı	[ø]	(somɓeeȷı)	dıggıng stıck (wıth ıron tıp)

Cue	Pattern
	Ñȷehen cooɗoyen faŋı qe ȷambere.
(qon)	Ñȷahon cooɗoyon faŋı qe ȷambere.
laɓɓı qe somɓe	Ñȷahon cooɗoyon laɓı qe somɓe.
(qa)	Yaa sooɗoya laɓı qe somɓe.
wutte qe tuuba	Yaa sooɗoya wutte qe tuuba.
(qen)	Ñȷehen cooɗoyen wutte qe tuuba.
wudere qe kufune	Ñȷehen cooɗoyen wudere qe kufune.
(qon)	Ñȷahon cooɗoyon wudere qe kufune.
tıka qe genso	Ñȷahon cooɗoyon tıka qe genso.
(qa)	Yaa sooɗoya tıka qe genso.
marto qe pontu	Yaa sooɗoya marto qe pontu.
(qon)	Ñȷahon cooɗoyon marto qe pontu.
laɓı qe rato	Ñȷahon cooɗoyon laɓı qe rato.
(qen)	Ñȷehen cooɗoyen laɓı qe rato.
faŋı qe ȷambere	Ñȷehen cooɗoyen faŋı qe ȷambere.

d) Sımple Substıtutıon Drıll

Cue	Pattern
	Korı ledde ɗe hewaanı ton?
baalı	Korı baalı ɗı hewaanı ton?
beqı	Korı beqı ɗı hewaanı ton?
saraaȷı	Korı saraaȷı ɗı hewaanı ton?
babbı	Korı babbı ɗı hewaanı ton?
beelı	Korı beelı ɗı hewaanı ton?
coynɗe	Korı coynɗe ɗe hewaanı ton?
bolle	Korı bolle ɗe hewaanı ton?
naqı	Korı naqı ɗı hewaanı ton?
ndıyam	Korı ndıyam ɗam hewaanı ton?
ledde	Korı ledde ɗe hewaanı ton?

e) Progressive Substitution Drill

Cue	Pattern
	Faɓɓi-jaŋgo meŋ coppoyay ledde ɗe.
jaŋgo	Jaŋgo meŋ coppoyay ledde ɗe.
qon	Jaŋgo qon coppoyay ledde ɗe.
qadd	Jaŋgo qon ŋgaddoyay ledde ɗe.
naqi	Jaŋgo qon ŋgaddoyay naqi ɗi.
faɓɓiti-jaŋgo	Faɓɓiti-jaŋgo qon ŋgaddoyay naqi ɗi.
ɓe	Faɓɓiti-jaŋgo ɓe ŋgaddoyay naqi ɗi.
sooɗ	Faɓɓiti-jaŋgo ɓe cooɗoyay naqi ɗi.
baali	Faɓɓiti-jaŋgo ɓe cooɗoyay baali ɗi.
kiikiiɗe	Kiikiiɗe ɓe cooɗoyay baali ɗi.
qen	Kiikiiɗe qen cooɗoyay baali ɗi.
yeey	Kiikiiɗe qen ñjeyoyay baali ɗi.
beqi	Kiikiiɗe qen ñjeyoyay beqi ɗi.
salifana	Salifana qen ñjeyoyay beqi ɗi.
qo	Salifana qo yeeyoyay beqi ɗi.
qayu	Salifana qo qaynoyay beqi ɗi.
puci	Salifana qo qaynoyay puci ɗi.
jaŋgo	Jaŋgo qo qaynoyay puci ɗi.
qa	Jaŋgo qa qaynoyay puci ɗi.
qadd	Jaŋgo qa qaddoyay puci ɗi.
ledde	Jaŋgo qa qaddoyay ledde ɗe.
faɓɓi-jaŋgo	Faɓɓi-jaŋgo qa qaddoyay ledde ɗe.
meŋ	Faɓɓi-jaŋgo meŋ ŋgaddoyay ledde ɗe.
sopp	Faɓɓi-jaŋgo meŋ coppoyay ledde ɗe.

29.2 EXERCISES

a) Directed Conversation Exercise (Student takes part A)

Narrative:

Frank, waɗi kaa demowo. Qaɗa yiɗi heɓde ŋgesa moɗɗyo. Qa yiɗi qawde ton makara maa gawri. Leydi moɗɗyo no woni to hedde ŋgesa Demba. Qalkalimaɓɓe wiyi, kala yiɗi, yoo ɓaŋ ɗum. Qa jogaaki faŋi, qe jambere rato. Qawa qa hawri qe Demba he laawol. Qaɗa yiɗi haalde mo ko ñjiɗɗaa.

Dialog:

a) [Jam waali Demba.]
b) Jam tan Frank.

a) [Mbiimi, min,miɗo yiɗi ŋgesa moɗɗyo.]
b) Dula moɗɗyo no to seŋgo ŋgesaqam.

a) [Ko hombo woodı ɗum?]
b) Mı qandaa kono qalkalıqameŋ wıyı kala yıɗı yoo ɓam ɗum.

a) [Kono mı ȷogaakı faŋı, qe ȷambere qe rato.]
b) Qawa, ñȷehen cooɗoyen faŋı qe ȷambere.

a) [Qawa, rato won?]
b) Qawa ↑ , ɗum kadı.

a) [Qa ȷaaraama, Demba.]
b) Jaawuur, Frank.

b) Dırected Conversatıon Exercıse (Student takes part A).

Narratıve:

Sı tawo qan kaa John. Demba ko teerımaa. Waɗı qa yahı to leydımakko. Ñande gooto waɗı qaɗa yaha dula qe motomaa. Ɗum yakkı he laawol. Qawa, to motomaa qe saare nde ñȷahataa, no woɗɗı. Qalla waɗı ȷom moto gooto tawı ma ton. Qaɗa yıɗı qo naba ma to saare nde pur qa noddoya fııta qo. Qaɗa yıɗı kadı yoo wallu ma, yoo haɓɓa motomaa he ɓaawo taamakko qo, ñȷaada to saare nde. Honno mbaɗtaa he ɗum?

Dıalog:

a) [Jam ñallı, teerı.]
b) Jam tan ↑ Hoɗum heɓı motomaa?

a) [Ɗum yakkı.]
b) Joonı non, hoɗum mbaɗtaa he ɗum?

a) [Mıɗo yıɗı yaade to saare nde, sı tawo qaɗa waawı naba kam ton.]
b) Qawa, kono hoɗum kadı ñȷıɗɗaa?

a) [Sı tawo qaɗa waawı, haɓɓa motoqam to ɓaawo taamaa, qen ñȷaada to saare nde.]
b) Qawa, baası qala, mbaɗɗen ko mbııɗaa ȷoonı.

a) [Qa ȷaaraama.]

29.8 NARRATIVE

Frank no Yıɗı Ŋgesa

Demba qe Frank ko ɓe teerııɓe. Qonñan Frank wıyı Demba, qomo yıɗı ŋgesa moɗɗyo. Tawı leydı moɗɗyo mo wonı hedde ŋgesa Demba. Qawa, non kaŋko kadı haalı Frank fıı ɗum. Frank nden lamdı Demba, sı tawo ɗum ko ȷanan goɗɗo. Kono Demba wıyı mo, qalkalımaɓɓe wıyı, kala yıɗı qon leydı, yoo baŋ ɗum. Qawa non, Frank wıyı mo, yoo ɓe ñȷaha to saare pur ɓe cooɗoya ȷambere qe faŋı qe rato. Qawa, faɓɓı-ȷaŋgo ŋgo Frank soppoyı ledde de fow ton.

29.9 Questions for Discussion

1. Hombo woni Frank?
2. Hombo yiɗi ŋgesa?
3. Ko hoɗum qon neɗɗo qawata he ŋgesamakko?
4. Demba qe Frank hombo heɓi leydi moɗɗyo to hedde ŋgesamakko?
5. Qon leydi won to hedde ŋgesa Demba, ko janan hombo nii?
6. Ko hoɗum qalkali Dembaqen wiyi he fii leydi ndi?
7. Hombo lamdi Demba, he fii lekkiji ɗi?
8. Hoɗum Frank wiyi Demba, yoo ɓe sooɗoya ɗum?
9. Hoɗum kadi ɓe cooɗata, si wonaa faŋi qe jambere?
10. Tuma Frank soppoytaa lekkiiji ɗi to ŋgesamakko.
11. Qa meeɗi waɗɗe ŋgesa hooremaa na?
12. Hoɗum ŋganduɗaa he fii ŋgesa?

UNIT 30

30.0 Dialog: Kumba's Daugther is Getting Married.

-Frank-

Jam hiiri pullo debbo.	Good evening Fula woman.

-Kumba-

Jam tan.	I'm fine.

-Frank-

jombaajo [qo] (yombaaɓe)	bride/groom
Biɗɗo-debbomaa ko qo jombaajo hande.	Your daughter is a bride today.

-Kumba-

teŋku	be steady, be calm
Tampereqam gasi te hakkilqam teŋki.	My troubles are over and my mind is steady.

-Frank-

mecce [Ø] (mecceeji)	trade, profession, occupation
Hoɗum woni mecce gorkomakko?	What sort of trade does her husband do?

-Kumba-

minise [Ø] (miniseeɓe)	carpenter
waylu	forge, transform
baylo [qo] (wayluuɓe)	smith
Kaŋko ko minise qe baylo.	He is a carpenter and smith.

-Frank-

doŋgal [ŋgal] (doŋgle)	load, burden
Jooni doŋgalmaa gasi.	Now your task ('burden') is finished.

-Kumba-

Joo, ko jawdimakko tan heddi to qameŋ.	Now, only her property is left in our place.

-Frank-

golle [Ø] (golleeji)	work
Qon mbaɗi gollemoɗon.	You have done your ('work') part.

-Kumba-

Qa jaaraama teeri.	Thank you, friend.

-Frank-

yewtere [nde] (jewte)	conversation, chat
Qan kadi jaaraama, yewtereqameŋ weli.	Thank you too, our conversation was nice.

-Kumba-

Qawa, mballen jam.	OK., good night.

30.1 Variation Drills on Basic Sentences

New words:

jaŋgirɗo	[qo]	(jaŋgirooɓe)	teacher
mbiru	[0]	(mbiruuji)	wrestler
dispensar	[0]	(dispensaaɓe)	male nurse, medic
kilak	[0]	(kilakiiɓe)	clerk
nelaaɗo	[qo]	(nelaaɓe)	messenger
garaŋke	[0]	(garaŋkooɓe)	leather worker

a) Progressive Substitution Drill

Cue	Pattern
	Kaŋko, koo minise qe baylo.
dispensar	Kaŋko, koo minise qe dispensar.
kamɓe	Kamɓe, koɓe minisaaɓe qe dispensaaɓe.
baylo	Kamɓe, koɓe minisaaɓe qe wayluuɓe.
ɓeya	Ɓeya, koɓe minisaaɓe qe wayluuɓe.
kilak	Ɓeya, koɓe minisaaɓe qe kilakiiɓe.
qoya	Qoya, koo minise qe kilak.
nelaaɗo	Qoya, koo minise qe nelaaɗo.
kaŋko	Kaŋko, koo minise qe nelaaɗo.
ceerno	Kaŋko, koo minise qe ceerno.
kamɓe	Kamɓe, koɓe minisaaɓe qe ceernooɓe.
garaŋke	Kamɓe, koɓe minisaaɓe qe garaŋkooɓe.
ɓeya	Ɓeya, koɓe minisaaɓe qe garaŋkooɓe.
mbiru	Ɓeya, koɓe minisaaɓe qe mbiruuji.
qoya	Qoya, koo minise qe mbiru.
jaŋgirɗo	Qoya, koo minise qe jaŋgirɗo.
kaŋko	Kaŋko, koo minise qe jaŋgirɗo.
masoŋ	Kaŋko, koo minise qe masoŋ.

b) Progressive Substitution Drill

Cue	Pattern
	Joo, ko jawdimakko tan heddi to qameŋ.
defte	Joo, ko deftemakko tan heddi to qameŋ.
-maɓɓe	Joo, ko deftemaɓɓe tan heddi to qameŋ.
galle Bookari	Joo, ko deftemaɓɓe tan heddi to galle Bookari.
ñalel	Joo, ko ñalelmaɓɓe tan heddi to galle Bookari.
-moɗon	Joo, ko ñalelmoɗon tan heddi to galle Bookari.
wuroqameŋ	Joo, ko ñalelmoɗon tan heddi to wuroqameŋ.
yimɓe	Joo ko yimɓemoɗon tan heddi to wuroqameŋ.
-qameŋ	Joo ko yimɓeqameŋ tan heddi to wuroqameŋ.
saare nde	Joo ko yimɓeqameŋ tan heddi to saare nde.
sukaaɓe	Joo ko sukaaɓeqameŋ tan heddi to saare nde.
-makko	Joo ko sukaaɓemakko tan heddi to saare nde.
jaŋgirdu ndu	Joo ko sukaaɓemakko tan heddi to jaŋgirdu ndu.
jawdi	Joo ko jawdimakko tan heddi to jangirdu ndu.
-qameŋ	Joo ko jawdiqameŋ tan heddi to jaŋgirdu ndu.

c) Random Substitution Drill

Cue	Pattern
	Biɗɗo-debbomakko qo jombaajo hande.
gorko	Biɗɗo-gorkomakko ko jombaajo hande.
wonay	Biɗɗo-gorkomaa wonay jombaajo hande.
jaŋgo	Biɗɗo-gorkomaa wonay jombaajo jaŋgo.
teerimakko	Teerimakko wonay jombaajo jaŋgo.
kiikiiɗe	Teerimakko wonay jombaajo kiikiiɗe.
miñaqameŋ	Miñaqameŋ wonay jombaajo kiikiiɗe.
Qalarba	Miñaqameŋ wonay jombaajo Qalarba.
qesirawomaaɗa	Qesirawomaaɗa wonay jombaajo Qalarba.
Juma	Qesirawomaaɗa wonay jombaajo Juma.
mawniraawoqam	Mawnirawoqam wonay jombaajo Juma.
Talata	Mawnirawoqam wonay jombaajo Talata.
musiiɗomaa	Musiɗɗomaa wonay jombaajo Talata.
faɓɓi-jaŋgo	Musiɗɗomaa wonay jombaajo faɓɓi-jaŋgo.
ɓiɗɗo-debbomaa	Biɗɗo-debbomaa wonay jombaajo faɓɓi-jaŋgo.
hande	Biɗɗo-debbomaa wonay jombaajo hande.

d) Progressive Substitution Drill

New word: muraadu [0] (muraaduuji) position, obligation, responsibility

Cue	Pattern
	Hoɗum woni mecce gorkomakko?
qinde	Hoɗum woni qinde gorkomakko?
teerimaɓɓe	Hoɗum woni qinde teerimaɓɓe?
ligge	Hoɗum woni ligge teerimaɓɓe?
baabamoɗon	Hoɗum woni ligge baabamoɗon?
muraadu	Hoɗum woni muraadu baabamoɗon?
kawmaa	Hoɗum woni muraadu kawmaa?
golle	Hoɗum woni golle kawmaa?
neenemakko	Hoɗum woni golle neenemakko?
qinde	Hoɗum woni qinde neenemakko?
gorkomakko	Hoɗum woni qinde gorkomakko?
mecce	Hoɗum woni mecce gorkomakko?

e) Random Substitution Drill

Cue	Pattern
	Jooni doŋgalmaa gasi.
ligge	Jooni liggemaa gasi.
-makko	Jooni liggemakko gasi.
gayn	Jooni liggemakko gayni.
-qameŋ	Jooni liggeqameŋ gayni.
golle	Jooni golleqameŋ gayni.
huuɓ	Jooni golleqameŋ huuɓi.
-maɓɓe	Jooni gollemaɓɓe huuɓi.
nduŋgi	Jooni nduŋgumaɓɓe huuɓi.
gasi	Jooni nduŋgumaɓɓe gasi.
tampere	Jooni tamperemaɓɓe gasi.
-moɗon	Jooni tamperemoɗon gasi.
doŋgalmaa	Jooni doŋgalmaa gasi.

30.2 EXERCISES

a) Dırected Conversatıon Exercıse (Student takes part of Fatu)

New word: rowanı last year

Narratıve

Qaɗa wıye Fatu. Gorkomaa ko Demba. Teerımakko no wıye Charles. Baaba Demba koo lamɗo, kono qo maayı he ȷaŋgaro nımonıya rowanı. Joonı ko Demba wonı lamɗomoɗon. Gorkomaa, Demba, wındı Charles letar pur yoo qar to saaremoɗon. Demba qe Charles mbayrı ñȷıdondırde duubı ɗıɗı ȷoonı. Tuma Charles qarata to saaremoɗon to ŋgonɗon, qo hawrı qe maaɗa he laawol. Tuma ñȷııɗaa mo, qa noddı mo, qon calmınondırı, nden qon ñȷaadı to saare nde.

Dıalog:

Fatu- [Charles, hoto ñȷahataa nıı?]
Charles- Hey Fatu, mıɗo yaha to gallemon.

Fatu- [Qa nanı kıbaaru baaba Demba na?]
Charles- Qalaa, korı ko ȷam?

Fatu- [Qo maayı rowanı he ȷaŋgaro nımonıya.]
Charles- Nden, ȷoonı, hombo wonı lamɗomoɗon?

Fatu- [Ko gorkoqam, Demba.]
Charles- Mıɗo weltı he ɗum, ko waɗı qo wındaanı kam he fıı ɗum?

Fatu- [Qo wıyı, qo wındı ma letar, qa yıyaanı ɗum na?]
Charles- Qeeyı, mı heɓı ɗum, kono kulle baabamum qalaa hen.

Fatu- [Qawa ñȷehen, sımeŋ ñȷottı lamdaa mo he ɗum.]
Charles- Qa haalı gooŋga, qawa baası qalaa.

b) Dırected Conversatıon Exercıse (Student takes part B)

Narratıve

Qaɗa wıye Tom. Kaa ȷom kaalıs. Demba no marı naqı hewde. Qaɗa yıɗı sooɗde ŋgaarı. Demba yeyataa naqımakko ɗı. Qaɗa yıɗı sooɗde ŋgaarı pur lamɗomaɓɓe. Demba non, ko ɗeɓɓomakko tan waawata yeyde naqımakko ɗı. Qalla waɗı, qa hawrı qe debbomum subaka gooto. Debbomakko no qandı ma faŋ faŋ. Nde qo lamdı ma he fıı kullemaaɗa. Qa yıɗı haalde mo soklamaa qan kadı. Debbomal no wıye Kumba.

Dıalog:

a) Jam waalı Tom.
b) [Jam tan Kumba, honno mbaɗɗaa?]

a) Jam tan, to ñȷahataa, qe ko ñȷıɗɗaa?
b) [Ko ŋgaarı tan ñȷıɗmı, to Demba ñȷahatamı.]

a) Kono Demba yeyataa naqımakko ɗı.
b) [Mı nanı ko qan tan waawata yeyde naqımakko ɗı.]

a) Qeeyı ɗum ko gooŋga, qawa nı wallante he ɗum,nanı.
b) [Qa ȷaaraama Kumba.]

30.8 NARRATIVE

New word: res put away, keep; marry

Frank qe Kumba

Qonñan kııkııɗe, Frank yahı to galle Kumbaqen. Tawo ɓıɗɗo-debbo Kumba resaama ɓooyaanı. Qawa tuma ɓeɗo kaala, Frank wıyı Kumba fıı ȷombaaȷo ɓıɗɗo-debbo Kumba. Kumba ȷaabı mo, qo wıyı mo 'tampereqam gası ȷoonı, te hakkılqam teŋkı'. Nden Frank lamdı Kumba, hoɗum wonı mecce gorko ɓıɗɗo-debbo Kumba. Kumba wıyı mo, koo mınıse. Non qo wıyı Frank kadı, ko heddı to maɓɓe he fıı ɓıɗɗo-debbomakko ko ȷawdı ndı tan. Qawa ɓooyaanı Frank ȷaarı mo, qawa qo yahı he laawol mum.

30.9 Questıons for Dıscussıon

1. Ko ɓıɗɗo-debbo hombo wonı ȷombaaȷo?
2. Hombo wıyı hakkılmakko teŋkı?
3. Ko Kumba wıyı tamperemakko gası na, maa ko Frank wıyı ɗum?
4. Hoɗum wonı mecce gorko ɓıɗɗo-debbo Kumba?
5. Ko hoɗum heddı he ȷuŋgo Kumba he fıı ɓıɗɗo-debbomum?
6. Qaɗa ȷogı ɓıɗɗo-debbo na?
7. Qaɗa marı ɓıɓɓe-worɓe na, maa ko rewɓe tan keɓɗaa?
8. Qaɗa ȷogı debbo?
9. Tuma resɗaa debbomaa?
10. Ɓıɓɓemaa ɓe, ko duubı ȷelu kala heɓı ȷoonı?
11. Woɓɓe qe ɓıɓɓe-rewɓemaaɗa keɓı worɓe na?
12. Ko duubı ȷelu ɓıɗɗo-mawnummaa keɓı?
13. Ɓıɓɓemaa ɓe, ɓeɗo ñȷaha qekol na?
14. Honno debbomaa no wıyete?

UNIT 31

31.0 Dialog: Ramadan is Coming.

-Demba-

lewru koorka [ka] ( )	Ramadan (month)
Lewru qaraydu ko lewru korka.	The coming month is Ramadan.

-Samba-

hoor	keep [a] fast
Miɗo qandi ɗum. Qa sikki qa waaway hoorde na?	I know that. Do you think you'll be able to keep the fast?

-Demba-

hikka	this year
sobe	seriously
Hikka non, mi waɗay sobe mi hoora.	This year, I will try hard to keep the fast.

-Samba-

juulɗo [qo] (juulɓe)	Muslim ('one who prays')
Ɗum ko muraadu juulɓe ɓe fof.	That is the responsibility of every Muslim.

-Demba-

muk	definitely not, not at all (emphatic negative particle)
Ko metti hen qa waɗataa sagomaa muk ↑	What is difficult about it [is that] you don't satisfy your desires at all.

-Samba-

mbaggu [ŋgu] (baaɗi)	drum
Qa haali gooŋga. Hay gooto fiyataa mbaggu.	You're right. Nobody plays the drum.

-Demba-

haram [0] ( )	accursed, sinful, illicit (thing)
Haram moɗɗyaa he lewru korka.	Sinning is not good in Ramadan.

-Samba-

fiɗygol [ŋgol] ( )	play, entertainment
Fiɗygol fof ko haram he lewru korka.	All kinds of entertainment are sinful in Ramadan.

-Demba-

wakil	try, endeavor
Qawa, mbakilen qenen fof kooren.	OK., let's both try to keep the fast.

-Samba-

Qa haali gooŋga, Demba, qa jaaraama.	You're right, Demba, thank you.

-Demba-

Jaawuur. Qawa, ñallen jam.	You're welcome. Well a good afternoon ('to us'.)

31.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:

ñañeru	[ndu]	(ñañeeji)	fiddle
balaŋji	[ɗi]	(no singular)	xylophone
sagata	[ø]	(sagataaɓe)	youth
kora	[ø]	(koraaji)	a lute-like musical instrument

Cue	Pattern
	Hay gooto fiyataa mbaggu.
sagataaɓe	Sagataaɓe piyataa mbaggu.
ñañeru	Sagataaɓe piyataa ñañeru.
ɓe	Ɓe piyataa ñañeru.
balaŋji	Ɓe piyataa balaŋji.
qon	Qon piyataa balaŋji.
kora	Qon piyataa kora.
meŋ	Meŋ piyataa kora.
balaŋji	Meŋ piyataa balaŋji.
mi	Mi fiyataa balaŋji.
ñañeru	Mi fiyataa ñañeru.
qo	Qo fiyataa ñañeru.
mɓaggu	Qo fiyataa mbaggu.
qa	Qa fiyataa mbaggu.
hay gooto	Hay gooto fiyataa mbaggu.

b) Progressive Substitution Drill

Cue	Pattern
	Qawa, mbakkilen qenen fof kooren.
(qon)	Qawa, mbakkilon qonon fof kooron.
ligg	Qawa, mbakkilon qonon fof liggon.
(meŋ)	Qawa, mbakkilen qenen for liggen.
ɗaan-	Qawa, mbakkilen qenen fof ɗaanen.
(qon)	Qawa, mbakkilon qonon fof ɗaanon.
fam	Qawa, mbakkilon qonon fof famon.
(meŋ)	Qawa, mbakkilen qenen fof famen.
jaŋg	Qawa, mbakkilen qenen fof jaŋgen.
(qon)	Qawa, mbakkilon qonon fof jaŋgon.
hoot	Qawa, mbakkilon qonon fof kooton.
(meŋ)	Qawa, mbakkilen qenen fof kooten.
yaa	Qawa, mbakkilen qenen fof ñjehen.
(qon)	Qawa, mbakkilon qonon fof ñjahon.
jaŋg	Qawa, mbakkilon qonon fof jaŋgon.
(meŋ)	Qawa, mbakkilen qenen fof jaŋgen.
ñaam	Qawa, mbakkilen qenen fof ñaamen.
(qon)	Qawa, mbakkilon qonon fof ñaamon.
ɓir	Qawa, mbakkilon qonon fof ɓiron.
(meŋ)	Qawa, mbakkilen qenen fof ɓiren.
hoor	Qawa, mbakkilen qenen fof kooren.

c) Simple Substitution Drill

Cue	Pattern
	Fiɗyol fof ko haram he lewru koorka.
yargol	Yargol fof ko haram he lewru koorka.
bonol	Bonol fof ko haram he lewru koorka.
feŋgol[1]	Feŋgol fof ko haram he lewru koorka.
ñaamgol	Ñaamgol fof ko haram he lewru koorka.
ɗaaŋgol	Ɗaaŋgol[2] fof ko haram he lewru koorka.
wujjugol	Wujjugol[3] fof ko haram he lewru koorka.
nafigigol	Nafigigol fof ko haram he lewru koorka.
fiɗyol	Fiɗyol fof ko haram he lewru koorka.

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[1] fen - gol — feŋgol

[2] Note: sleeping during the day is considered to break the fast.

[3] wuj 'steal'

d) Progressive Substitution Drill

New words:

naf •	be of use
nafa [ø] (nafaaji)	utility, convenience

Cue	Pattern
	Ɗum ko muraadu juulɓe ɓe fof.
yimɓe	Ɗum ko muraadu yimɓe ɓe fof.
sokla	Ɗum ko sokla yimɓe ɓe fof.
rewɓe	Ɗum ko sokla rewɓe ɓe fof.
haaju	Ɗum ko haaju rewɓe ɓe fof.
worɓe	Ɗum ko haaju worɓe ɓe fof.
nafa	Ɗum ko nafa worɓe ɓe fof.
sukaaɓe	Ɗum ko nafa sukaaɓe ɓe fof.
muraadu	Ɗum ko muraadu sukaaɓe ɓe fof.
ceernooɓe	Ɗum ko muraadu ceernooɓe ɓe fof.
sokla	Ɗum ko sokla ceernooɓe ɓe fof.
lamɓe	Ɗum ko sokla lamɓe ɓe fof.
haaju	Ɗum ko haaju lamɓe ɓe fof.
sagataaɓe	Ɗum ko haaju sagataaɓe ɓe fof.
nafa	Ɗum ko nafa sagataaɓe ɓe fof.
juulɓe	Ɗum ko nafa juulɓe ɓe fof.
muraadu	Ɗum ko muraadu juulɓe ɓe fof.

31.2 EXERCISES

a) Directed Conversation Exercise (Student takes part of Demba)

Narrative:

Qaɗa wiye Demba. Kaa juulɗo. Lewru koorka dari. Teerimaa John qari to saaremon. Tawi yimɓe saaremon fow no koorȧ, kono kaŋko qandaa haytus he lewru koorka. Qa yiɗi haalde mo, he lewru koorka juulɓe fow, hay gooto ñaamataa ñaamri, yarataa ndiyam. Jakkataa goro he ñalloma. Hay gooto fimataa sigaret, fiyataa mbaggu, qawa hay gooto fenataake, maa haala- haalaa bonɗo fereŋ. Waɗi John hooremum yiɗi lamdaade ma he fii ɗum, qawa hoɗum kaalataa mo.

Dialog:

John- Jam ñalli Demba.

Demba- [Jam tan, John, honno mbaɗɗaa?]

John- Jam tan. Yimɓe saaremon fof hay gooto waɗtaa haytus jooni. Ko waɗi?

Demba: [Qo lewru ko lewru koorka. Ko ɗum waɗi.]

John- Ko hoɗum ȷuulɓe ɓe fow mbaɗata he lewru koorka.
Demba- [Juulɓe fow, he lewru korka, hay gooto ñaamataa ñaamrı, yarataa
ndıyam, ȷakkataa goro he ñalloma.]

John- Qe hoɗum kadı.
Demba- [Qawa, hay gooto fımataa sıgaret, fıyataa mbaggu, qawa, hay gooto
fenataake, maa haala haalaa bonɗo.]

John- Joonı mı famı. Qa ȷaaraama, Demba.
Demba- [Jaawuur, John.]

b) Dırected Conversatıon Exercıse (Student takes the part of Jaawo)

New word:	palas [ø] (palasaaȷı)	place, space, openıng

Narratıve:

Kaa pullo gorko wıyete Jaawo. Qaɗa ȷogı ɓıɗɗo-gorko. Kaa ȷam kaalıs. Brown ko teerımaa, qomo golla to Qambasadmaɓɓe. Kaŋko qokkata yımɓe ɓe vısa, sı ɓe ñȷıɗı yaade to leydımakko. Ɓıɗɗomaa yıɗı yaade ȷaŋgude kulle dokotor. Qekol Washıngton won to leydı Brownqen heɓı palas pur makko. Kono qo waawataa yaade soo heɓaanı vısa Brownqen. Nden qa yahı to Brown to Qambasadmaɓɓe. Qa yıɗı haalde mo, yoo wallu ɓıɗɗomaa he fıı vısamaɓɓe.

Dıalog:

Jaawo- [Jam ñallı Brown.]
Brown- Jam tan, Jaawo. Hoɗum ŋgarɗaa ɗo?

Jaawo- [Mı qarı yaa wallam qe hunde.]
Brown- Qe hoɗum?

Jaawo- [Vısamon.]
Brown- Pur hombo nıı?

Jaawo- [Pur ɓıɗɗo-gorkoqam.]
Brown- Hoɗum qo waɗoytaa to meeɗen?

Jaawo- [Qomo ȷaŋgoya kulle dokotor.]
Brown- Qekol hombo qo ȷaŋgoytaa ton?

Jaawo- [To qekol Washıngton.]
Brown- Qo heɓı palas ton na?

Jaawo- [Qeeyı ↑ qo heɓı palas ton.]
Brown- Qaɗa ȷogı kaalıs pur ñȷoɓdı qekolmakko na?

Jaawo- [Qeeyı, mıɗo ȷogı kaalıs.]
Brown- Qawa baası qalaa. Yoo ɓıɗɗo-gorkomaa qar do ȷaŋgo, mı haala mo,
ko wonı fow he kulle qameŋ.
Jaawo- [Qa ȷaraama.]

31.8 NARRATIVE

Lewru Koorka

Demba qe Samba qonñan tuma ɓeɗo kaalaa fıı hoorde. Demba wıyı Samba, lewru qaraydu ko qon lewru wonı lewru koorka ka. Samba wıyı mo, qomo qandı, non qo lamdı Demba soo waaway hoorde. Demba ȷaabı mo, qo wıyı, kaŋko waɗay sobe pur qo hoora. Nden Samba wıyı mo, ko ɗum wonı muraadu ȷuulɓe ɓe fow. Nden Samba wıyı, ko mettı he lewru koorka, hay gooto waɗataa sagomaa, qawa, haram fow moɗɗyaa he lewru koorka. Demba nden wıyı mo, 'mbakkılen, qenen fow kooren.' Nden Samba ȷaarı mo, qawa kala qe maɓɓe yahı he laawolmum.

31.9 Questıons for Dıscussıon

1. Lewru hombo wonata lewru koorka?
2. Hombo wıyı lewru qaraydu ko lewru koorka?
3. Ko Demba wıyı ɗum na, maa ko Samba?
4. Ko hoɗum wonı muraadu ȷuulɓe ɓe fow?
5. Ko hoɗum mettı he lewru koorka?
6. He lewru koorka neɗɗo fıyay mbaggu na?
7. Fıɗygol no moɗɗyı he lewru koorka na?
8. Ko hoɗum wonı haram he lewru koorka?
9. Hombo wıyı 'Mbakkılen qenen fow kooren'?
10. Qa meeɗı hoorde na?
11. Qaɗa qandı ko wonı lewru koorka na?
12. Qan, kaa ȷuulɗo na?
13. Yımɓe ȷuulɓe no hewı to mon na?
14. Qa sıkkı qa waaway hoorde sı tawo qa wonı ȷuulɗo ȷoonı?

UNIT 32

32.0 Dıalog: Buyıng Cloth.

-Frank-	
Jom baggı, ȷelu ñȷeyata baggıȷımaa ɗı.	Cloth owner, for how much are you sellıng your cloth?
-Demba-	
kasıkoñoŋ/kasıkoño [∅] ( )	brocade, prınt
yaar [∅] (yaaruuȷı)	yard (36 ınches)
De kasıkoñoŋ ko mbuuɗu puur yaar qo.	These prınts are four shıllıngs the yard.
-Frank-	
fatara [∅] (pataraaȷı)	a narrow strıp of woven cloth
Pataraaȷımaa ɗı non?	How about your 'fatara' cloths?
-Demba-	
Yaar ko taransuuȷı tatı qe taŋka.	It ıs three shıllıngs and sıxpence.
-Frank-	
kakı [∅] (kakııȷı)	khakı
Qawa yeyam kakı qo qe fatara qo.	OK., sell to me the khakı and the fatara cloth.
-Demba-	
dırıl [∅] (dırılaaȷı)	drıll cloth
Mıɗo tamı dırıl moɗɗyo, qaɗa yıɗı?	I have good drıll (cloth). Do you want [ıt]?
-Frank-	
seer	be dear, expensıve, costly (Fr. chere)
Mıɗo yıɗı, kono ɗum no seerı.	I want ıt, but ıt ıs very expensıve.
-Demba-	
perekan [∅] (perekaanııȷı)	whıte satın
Perekan qo non?	OK., how about thıs whıte satın?
-Frank-	
Qalaa, mı yıɗaa ɗum.	No. I don't want that.
-Demba-	
Qawa, baası qalaa.	OK., no trouble.

32.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

Cue	Pattern
	Jom baggi, jelu ñjeyataa baggiijimaa ɗi?
liɗɗi	Jom liɗɗi, jelu ñjeyataa liɗɗimaa ɗi?
bantara	Jom bantara, jelu ñjeyataa bantaraajimaa ɗi?
kañja	Jom kañja, jelu ñjeyataa kañjaajimaa ɗi?
maŋgo	Jom maŋgo, jelu ñjeyataa maŋgoojimaa ɗi?
lacciri	Jom lacciri, jelu ñjeyataa laccirimaa ndi?
teew	Jom teew, jelu ñjeyataa teewmaa ŋgu?
kaki	Jom kaki, jelu ñjeyataa kakiijimaa ɗi?
perekan	Jom perekan, jelu ñjeyataa pereekaniijimaa ɗi?
fatara	Jom fatara, jelu ñjeyataa pataraajimaa ɗi?
diril	Jom diril, jelu ñjeyataa dirilaajimaa ɗi?
baggi	Jom baggi, jelu ñjeyataa baggiijimaa ɗi?

b) Progressive Substitution Drill

New words:

hotolo	[ko]	(hotoloojі)	cotton
goblet	[0]	(gobletaaji)	drinking glass, goblet
geese	[ɗe]	(no sing.)	cotton thread (warp)
fudan	[0]	(fudanaaji)	henna
fayande	[nde]	(payanne)	clay pot
feggere	[nde]	(pegge)	ring (esp. toe ring)
darap	[0]	(darapaaji)	bed sheet
ceen	[0]	(ceenaaji)	chain
basaŋ	[0]	(basaŋaaji)	mat
wulin	[0]	(wulinaaji)	wool (cloth)

Cue	Pattern
	Qawa yeyam kaki qo qe fatara qo.
qokk	Qawa qokkam kaki qo qe fatara qo.
diril	Qawa qokkam diril qo qe fatara qo.
yey	Qawa yeyam diril qo qe fatara qo.
perekan	Qawa yeyam perekan qo qe fatara qo.
qokk	Qawa qokkam perekan qo qe fatara qo.
kasikoñoŋ	Qawa qokkam kasikoñoŋ qo qe fatara qo.
yey	Qawa yeyam kasikoñoŋ qo qe fatara qo.
kañja	Qawa yeyam kañja qo qe fatara qo.
qokk	Qawa qokkam kañja qo qe fatara qo.

	Qawa qokkam kañȷa qo qe fatara qo.
wutte	Qawa qokkam wutte qo qe fatara qo.
yey	Qawa yeyam wutte qo qe fatara qo.
tuuba	Qawa yeyam tuuba mba qe fatara qo.
yey	Qawa yeyam tuuba mba qe fatara qo.
basaŋ	Qawa yeyam basaŋ qo qe fatara qo.
qokk	Qawa qokkam basaŋ qo qe fatara qo.
fudan	Qawa qokkam fudan qo qe fatara qo.
yey	Qawa yeyam fudan qo qe fatara qo.
ceen	Qawa yeyam ceen qo qe fatara qo.
qokk	Qawa qokkam ceen qo qe fatara qo.
goblet	Qawa qokkam goblet qo qe fatara qo.
yey	Qawa yeyam goblet qo qe fatara qo.
darap	Qawa yeyam darap qo qe fatara qo.
qokk	Qawa qokkam darap qo qe fatara qo.
feggere	Qawa qokkam feggere nde qe fatara qo.
yey	Qawa yeyam feggere nde qe fatara qo.
fayande	Qawa yeyam fayande nde qe fatara qo.
qokk	Qawa qokkam fayande nde qe fatara qo.
geese	Qawa qokkam geese ɗe qe fatara qo.
yey	Qawa yeyam geese ɗe qe fatara qo.
hottolo	Qawa yeyam hottolo ko qe fatara qo.
qokk	Qawa qokkam hottolo ko qe fatara qo.
wulın	Qawa qokkam wulın qo qe fatara qo.
yey	Qawa yeyam wulın qo qe fatara qo.
kakı	Qawa yeyam kakı qo qe fatara qo.

c) Sımple Substıtutıon Drıll

Cue

	Yaar ko taransuuȷı tatı qe taŋka.
buuɗı	Yaar ko buuɗı tatı qe taŋka.
nay	Yaar ko buuɗı nayı qe taŋka.
ȷowı	Yaar ko buuɗı ȷowı qe taŋka.
ȷeegom	Yaar ko buuɗı ȷeegom qe taŋka.
ȷeeɗıɗı	Yaar ko buuɗı ȷeeɗıɗı qe taŋka.
ȷeetatı	Yaar ko buuɗı ȷeetatı qe taŋka.
ȷeenayı	Yaar ko buuɗı ȷeenayı qe taŋka.
sappo	Yaar ko buuɗı sappo qe taŋka.
nogas	Yaar ko buuɗı nogas qe taŋka.
cappanɗetatı	Yaar ko buuɗı cappanɗetatı qe taŋka.

32.2 EXERCISES

a) Directed Conversation Exercise (Student takes the role of Frank)

Narrative:

Frank goes into a store, where he bargains to buy a pair of pants. The store-keeper lowers the price for him, but Frank still thinks the price is too high and asks for a further reduction. The store-keeper at first refuses and points to the fine quality of the merchandise. Frank persists and suggests that he doesn't really have to buy at this store, because there are other stores in town. The store-keeper then lowers his price again. After some further bargaining the two agree.

Dialog:

Frank- [Jam ñalli jom bitiki.]
Jom bitiki- Jam tan tuubaako, hoɗum ñjiɗɗaa sooɗde?
Frank- [Tuuba ñjiɗmi sooɗde, kono qustanam coggumakko.]
Jom bitiki- Qawa, baasi qalaa, mi jaɓi.
Frank- [Kono, haa joo ɗum no metti coggu, qustanam seeɗa kadi.]
Jom bitiki- Qalaa, qan kadi, mi waawata ɗum.
Frank- [Qawa baasi qalaa, qaccu ɗum, mi sooɗoyay to qoya bitiki.]
Jom bitiki- Qalaa, wottaa waɗ ɗum, fad, mi qustana ma seeɗa kadi.
Frank- [Qawa ɗum no moɗɗyi, jooni mi sooɗay ɗum.]
Jom bitiki- Qa jaaraama.

32.8 NARRATIVE

Qonñan Frank yahi to bitiki Demba. Tuma qo naati bitiki qo, qo lamdi Demba ko jelu qon yeyata baggiijimakko ɗi. Demba wiyi mo, yaar kasikoñoŋ ko mbuuɗu; pataraaji ɗi, ko taransuuji tati qe taŋka pur yaar gooto. Frank wiyi mo, yoo yeya mo kaki qo,qe fatara qo. Non Demba wiyi mo kadi, qomo tami diril moɗɗyo, si tawo qo yiɗi ɗum kadi. Frank wiyi mo, qomo yiɗi, kono ɗum no seeri coggu. Nden Frank lamdi mo coggu perekan qo kadi. Demba wiyi mo ɗum ko taransu qe ñataa pur yaar gooto. Ɓooyaani Frank yahi he laawolmum.

32.9 Questions for Discussion

1. Hombo woni jom baggi?
2. Hombo lamdi jom baggi qo, coggu baggiijimakko?
3. Ko jelu, jom baggi qo yeyata yaar kasikoñoŋmakko?
4. Yaar pataraaji ɗi ko jelu?
5. Hoɗum Frank sooɗi he juŋgo jom baggi qo?
6. Jom baggi qo no jogi diril ma?
7. Hoɗum Frank wiyi jom baggi he fii coggu dirilmakko?
8. Yaar perekan ko jelu?
9. Qaɗa qandi ko woni perekan?
10. Jelu ñjeyoton diril to leydimoɗon?
11. Qoɗon jogi ton kasikoñoŋ na?
12. Qaɗa jogi bitiki hooremaa na?
13. Qa meeɗi yiide fatara?
14. Hoɗum qe hoɗum tamɗon to mon he gude worɓe ɓe.

UNIT 33

33.0 Dıalog: A Vısıt to the Dıspensary.

	-Frank-	
dıspenser [0] (dıspenseraaȷı)		dıspensary
Mıɗo lamda laawol yahata dıspenser.		I am askıng for the road whıch goes to the dıspensary.
	-Demba-	
Baŋ laawol mawŋgol ŋgol.		Take the bıg road.
	-Frank-	
Haa honto?		Up to where?
	-Demba-	
Haa hedde marse tokosel ŋgel.		Up to near the small market.
	-Frank-	
doft		to accompany, go wıth...
Ko mbadtaa, doftaa kam haa ton.		What you ought to do ıs to accompany me up to there.
	-Demba-	
Qawa↑ hombo ndaaratаa ton?		OK., whom are you goıng to see there?
	-Frank-	
Bıɗɗoqam, koo fawɗo.		My chıld, he ıs a patıent.
	-Demba-	
Hoɗum heɓı mo?		What's the matter wıth hım?
	-Frank-	
Becce qe yeesomakko muusata.		Hıs rıbs and hıs face are hurtıng hım.
	-Demba-	
sum		burn
sumol [ŋgol] ( )		burn
Maa sumolmakko ɓurı seeɗa.		Hope hıs burn ıs a lıttle bıt better.
	-Frank-	
mettıt [ɗı] (no sıngular)		paıns, aches
Qeeyı, ȷoo mettıt ɗı wonaanı nıı folo.		Yes, the paıns are not as [at] fırst.

-Demba-	
hoondu [ndu] (koolli)	finger, toe
Koollimakko celli na?	Have his fingers gotten better?
-Frank-	
Qeeyi, qa jaaraama. Miɗo yaha jooni.	Yes, thank you, am going now.
-Demba-	
Jaawuur, yalla qokko mo cellal ɓandu.	You're welcome. May God give him good health.

33.1 Variation Drills on Basic Sentences

a) Random Substitution-Correlation Drill

Cue	Pattern
	Miɗo lamda laawol yahata dispenser.
(qo)	Qomo lamda laawol yahata dispenser.
laar	Qomo laara laawol yahata dispenser.
qar	Qomo laara laawol qarata dispenser.
galle	Qomo laara laawol qarata galle.
(ɓe)	Ɓeɗo ndaara laawol qarata galle.
yaa	Ɓeɗo ndaara laawol yahata galle.
jaŋgurdu	Ɓeɗo ndaara laawol yahata jaŋgurdu.
(meŋ)	Miɗen ndaara laawol yahata jaŋgurdu.
lamd	Miɗen lamda laawol yahata jaŋgurdu.
qar	Miɗen lamda laawol qarata jaŋgurdu.
dispenser	Miɗen lamda laawol qarata dispenser.
(qon)	Qoɗon lamda laawol qarata dispenser?
ɗabb	Qoɗon ɗabba laawol qarata dispenser?
yaa	Qoɗon ɗabba laawol yahata dispenser?
hirnaŋge	Qoɗon ɗabba laawol yahata hirnaŋge?
(qa)	Qaɗa ɗabba laawol yahata hirnaŋge?
lamd	Qaɗa lamda laawol yahata hirnaŋge?
qar	Qaɗa lamda laawol qarata hirnaŋge?
dispenser	Qaɗa lamda laawol qarata dispenser?
(mi)	Miɗo lamda laawol qarata dispenser.
yaa	Miɗo lamda laawol yahata dispenser.

b) Progressive Substitution Drill

Cue	Pattern
	Ko mbaɗtaa, doftaa kam haa ton.
nab	Ko mbaɗtaa, nabaa kam haa ton.
mo	Ko mbaɗtaa, nabaa mo haa ton.
doft	Ko mbaɗtaa, doftaa mo haa ton.
ɓe	Ko mbaɗtaa, doftaa ɓe haa ton.
nab	Ko mbaɗtaa, nabaa ɓe haa ton.
meŋ	Ko mbaɗtaa, nabaa meŋ haa ton.
doft	Ko mbaɗtaa, doftaa meŋ haa ton.
minen	Ko mbaɗtaa, doftaa minen haa ton.
nab	Ko mbaɗtaa, nabaa minen haa ton.
qo	Ko mbaɗtaa, nabaa qo haa ton.
doft	Ko mbaɗtaa, doftaa qo haa ton.
kam	Ko mbaɗtaa, doftaa kam haa ton.

c) Progressive Substitution Drill

Cue	Pattern
	Maa sumolmakko ɓuri seeɗa.
hoore	Maa hooremakko ɓuri seeɗa.
-maɓɓe	Maa koqemaɓɓe ɓuri seeɗa.
koolli	Maa koollimaɓɓe ɓuri seeɗa.
-moɗon	Maa koollimoɗon ɓuri seeɗa.
deedi	Maa deedimoɗon ɓuri seeɗa.
-maɓɓe	Maa deedimaɓɓe ɓuri seeɗa.
jude	Maa judemaɓɓe ɓuri seeɗa.
-moɗon	Maa judemoɗon ɓuri seeɗa.
daaɗe	Maa daaɗemoɗon ɓuri seeɗa.
-makko	Maa daaɗemakko ɓuri seeɗa.
koyŋgal	Maa koyŋgalmakko ɓuri seeɗa.
-maɓɓe	Maa koyɗemaɓɓe ɓuri seeɗa.
gite	Maa gitemaɓɓe ɓuri seeɗa.
-moɗon	Maa gitemoɗon ɓuri seeɗa.
noppi	Maa noppimoɗon ɓuri seeɗa.
-maɓɓe	Maa noppimaɓɓe ɓuri seeɗa.
ñiiɗye	Maa ñiiɗyemaɓɓe ɓuri seeɗa.
-makko	Maa ñiiɗyemakko ɓuri seeɗa.
sumol	Maa sumolmakko ɓuri seeɗa.

d) Simple Substitution Drill

New words:

(hoondu)	wordu	[ndu]	(koolli gori)	thumb ('male finger'), great toe
	tiinde	[nde]	(tiiɗe)	forehead
	daande juŋgo		(daaɗe juŋgo)	wrist
	goddol	[ŋgol]	(goddi)	throat
	bufal	[ŋgol]	(buwe)	thigh
	ɗemŋgal	[ŋgol]	(ɗemɗe)	tongue
	jokkere	[nde]	(jokke)	joint

Cue	
	Becce qe yeesomakko muusata.
daande	Becce qe daandemakko muusata.
juŋgo	Becce qe juŋgomakko muusata.
hoore	Becce qe hooremakko muusata.
reedu	Becce qe reedumakko muusata.
ɓandu	Becce qe ɓandumakko muusata.
gite	Becce qe gitemakko muusata.
noppi	Becce qe noppimakko muusata.
koppi	Becce qe koppimakko muusata.
koyŋgal	Becce qe koyŋgalmakke muusata.
ñiidye	Becce qe ñiiɗyemakko muusata.
kine	Becce qe kinemakko muusata.
hunuko	Becce qe hunukomakko muusata.
koolli	Becce qe koollimakko muusata.
peddaali	Becce qe peddaalimakko muusata.
yeeso	Becce qe yeesomakko muusata.
wordu	Becce qe wordumakko muusata.
tinde	Becce qe tindemakko muusata.
jokkere	Becce qe jokkeremakko muusata.
daande juŋgo	Becce qe daande juŋgomakko muusata.
bufal	Becce qe bufalmakko muusata.
goddol	Becce qe goddolmakko muusata.
ɗemŋgal	Becce qe ɗemŋgalmakko muusata.

33.2 EXERCISES

a) Directed Conversation Exercise (Student takes the role of Frank)

Narrative

Frank's son, Jimmy fell this morning at home and seems to have hurt the back of his neck. Frank takes him to the doctor about two and a half hours after the accident.

Dialog:

Doctor- Jam ñalli teeri, honno mbiyeteɗaa?
Frank- [Miɗo wiye Frank.]

Doctor- Hoɗum ŋgaranɗaa ɗo?
Frank- [Ko ɓiɗɗo-gorkoqam ŋgaddu mi to maaɗa.]

Doctor- Ko hoɗum heɓi mo?
Frank- [Mi sikki ko ɓaawo daandemakko muusata.]

Doctor- Honno ŋganduɗaa ɗum?
Frank- [Bimbi qo yani to qameŋ, qawa gila qontuma haa joo, qo wiyi kam ton no muusa mo?]

Doctor- Qontuma qe jooni ɓooyi na?
Frank- [Qalaa, ɓooyaani, mi sikki qo wonay waktuuji ɗiɗi qe feccere jooni.]

Doctor- Qawa,qaddu mo, mi laara to muusata he ɓandumakko.
Frank- [Qa jaaraama,dokotor.]

Doctor- Jaawuur.

33.8 NARRATIVE

Subaka gooto, Frank yahi to Demba. Qo lamdi Demba laawol ŋgol yahata dispenser. Qawa Demba kadi wiyi mo, yoo baŋ laawol mawŋgol ŋgol haa to hedde marse tokosel ŋgel. Kono Frank lamdi mo kadi,si tawo Demba waaway doftaade mo haa ton. Demba jaɓi, kaŋko kadi lamdi mo, ko hombo qo laarata to dispenser qo. Frank wiyi mo, ko ɓiɗɗomakko qo laarata ton. Nden Demba lamdi mo kadi, ko hoɗum heɓi mo. Frank wiyi ko muusata ɓiɗɗomakko. Demba lamdi mo kadi sumol ɓandu ɓiɗɗomakko, he koollimakko. Qawa, ɓe pari he ɗum, Frank jaari Demba. Qawa, kala qe maɓɓe yahi to qo yahatano.

33.9 Questıons for Dıscussıon

1. Hombo lamdı Demba, laawol yahata dıspenser?
2. Hoɗum wonı qınde gorko tuubaako qo lamduɗo Demba laawol dıspenser?
3. Ko hoɗum Demba wıyı folo?
4. Haa hedde hoto, Demba wıyı Frank yoo yaa haa ton?
5. Demba doftı Frank na, maa qo doftaanı mo?
6. Hombo wonı to dıspenser qo?
7. Ko hoɗum qe hoɗum muusata mo?
8. Ko koolı hombo muusata?
9. Qa meeɗı yaade to dıspenser na?
10. Koolımaaɗa meeɗı muusde ma na?
11. Mettıt koolı qe noppı ko hoɗum ɓuran ma?
12. Qa meeɗı waalde kampama na?
13. Dokotor moɗɗyo no to kampamamon na?
14. Honno ɓandumaa waɗı?
15. Doȷere ɓıŋgelmaa ɓurı na?

UNIT 34

34.0 Dıalog: Goıng to the Bantanto Vıllage.

	-Frank-	
Mıɗen ñȷıɗı yaade saare Bantanto.		We want to go to the Bantanto vıllage.
	-Demba-	
Kono pobbı ɗı kuuɓataa to laawol ŋgol.		But, there are endless hyenas on the way.
	-Frank-	
fetel [0] (fetelaaȷı)		gun
Qenen fof, qeɗen tamı fetel.		All of us have guns (wıth us).
	-Demba-	
Mıɗo qandı ɗum, kono hayɗum, mıɗo hulı he ñȷahaŋgolmoɗon.		I know that, [but] even wıth that, I'm stıll afraıd for your trıp.
	-Frank-	
Ko waɗı?		Why?
	-Demba-	
wur		lıve, be alıve
Paskı qon meeɗaanı yııde mbaroodı wurɗo.		Because you have never seen a lıvıng lıon.
	-Frank-	
Meŋ mbarat ɗum, sı meŋ ñȷıyı ɗum to laawol ŋgol.		We wıll kıll ıt ıf we happen to see ıt on the (road) way.
	-Demba-	
seese		softly, gently, easıly
Qawa, mbaɗon seese, nanı.		OK., take ıt easy hear!
	-Frank-	
rew-		follow
rewondırde		follow together, follow a dırectıon
Mbo laawol ndewondırten?		Whıch road are we to follow?
	-Demba-	
Baŋon laawol ŋgol won to seŋgo ŋgesaqam.		You take the road whıch ıs near my farm.
	-Frank-	
Qa ȷaaraama Demba. Mıɗen ñȷaha ȷoonı.		Thank you, we're leavıng now (goıng).

-Demba-

his	escape, be safe
kisal [ŋgal] (kise)	salvation, safety
Yalla qokku qon kisal qe ñjahaŋgolmoɗon.	May God give you safety in your journey.

-Frank-

Qaamiin.	Amen.

34.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

New words:

huɗo	[ko]	(kuɗooji)	grass
sondu	[ndu]	(colli)	bird
bambe	[ø]	(bambeeji)	garden
soras	[ø]	(sorasaaji)	orange
wuj			steal
gujjo	[qo]	(wuybe)	thief

Cue	Pattern
	Pobbi ɗi kuuɓata to laawol ŋgol.
colli	Colli ɗi kuuɓata to laawol ŋgol.
ŋgesaqam	Colli ɗi kuuɓata to ŋgesaqam.
huɗo	Huɗo ko kuuɓata to ŋgesaqam.
bambeqameŋ	Huɗo ko kuuɓata to bambeqameŋ.
sorasaaji	Sorasaaji ɗi kuuɓata to bambeqameŋ.
laawol ŋgol	Sorasaaji ɗi kuuɓata to laawol ŋgol.
yimɓe	Yimɓe ɓe kuubata to laawol ŋgol.
saare nde	Yimɓe ɓe kuuɓata to saare nde.
wuyɓe	Wuyɓe ɓe kuuɓata to saare nde.
leydi ndi	Wuyɓe ɓe kuuɓata to leydi ndi.
ɗawaaɗi	Ɗawaaɗi ɗi kuuɓata to leydi ndi.
gallemakko	Ɗawaaɗi ɗi kuuɓata to gallemakko.
sukaaɓe	Sukaaɓe ɓe kuuɓata to gallemakko.
jaŋgirdu ndu	Sukaaɓe ɓe kuuɓata to jaŋgirdu ndu.
worɓe	Worɓe ɓe kuuɓata to jaŋgirdu ndu.
laawol ŋgol	Worɓe ɓe kuuɓata to laawol ŋgol.
pobbi	Pobbi ɗi kuuɓata to laawol ŋgol.

b) Progressıve Substıtutıon Drıll

Cue	Pattern
	Qenen fof, qeɗen tamı fetel.
pıu	Qenen pıu, qeɗen tamı fetel.
ȷog	Qenen pıu, qeɗen ȷogı fetel.
debbo	Qenen pıu, qeɗen ȷogı debbo.
ɓe	Ɓe pıu, ɓeɗo ȷogı debbo.
fof	Ɓe fof, ɓeɗo ȷogı debbo.
mar	Ɓe fof, ɓeɗo marı debbo.
ɓıkon	Ɓe fof, ɓeɗo marı ɓıkon.
mınen	Mınen fof, mıɗen marı ɓıkon.
pıu	Mınen pıu, mıɗen marı ɓıkon.
ȷog	Mınen pıu, mıɗen ȷogı ɓıkon.
kaalıs	Mınen pıu, mıɗen ȷogı kaalıs.
qenen	Qenen pıu, qeɗen ȷogı kaalıs.
fof	Qenen for, qeɗen ȷogı kaalıs.
tam	Qenen fof, qeɗen tamı kaalıs.
fetel	Qenen for, qeɗen tamı fetel.

c) Progressıve Substıtutıon Drıll

New words:

ñıwa	[mba]	(ñıbbı)	elephant
ŋgelooba	[mba]	(gelooɗı)	camel
ŋgabbu	[ŋgu]	(gabbı)	hıppopotamus

Cue	Pattern
	Paskı qon meeɗaanı yııde mbaroodı wurɗo.
ɓe	Paskı ɓe meeɗaanı yııde mbaroodı wurɗo.
ñıwa	Paskı ɓe meeɗaanı yııde ñıwa wurɗo.
meŋ	Paskı meŋ meeɗaanı yııde ñıwa wurɗo.
ŋgelooba	Paskı meŋ meeɗaanı yııde ŋgelooba wurɗo.
qen	Paskı qen meeɗaanı yııde ŋgelooba wurɗo.
ŋgabbu	Paskı qen meeɗaanı yııde ŋgabbu wurɗo.
qo	Paskı qo meeɗaanı yııde ŋgabbu wurɗo.
ñıwa	Paskı qo meeɗaanı yııde ñıwa wurɗo.
mı	Paskı mı meeɗaanı yııde ñıwa wurɗo.
mbarooɗı	Paskı mı meeɗaanı yııde mbarooɗı wurɗo.
qon	Paskı qon meeɗaanı yııde mbarooɗı wurɗo.

c) Progressive Substitution Drill

Cue	Pattern
	Mbo laawol ndewondirten?
qon	Mbo laawol ndewondirton?
yaa	Mbo laawol ñjaadondirton?
qen	Mbo laawol ñjaadondirten?
laar	Mbo laawol ndaarondirten?
qon	Mbo laawol ndaarondirton?
qar	Mbo laawol ŋgarondirton?
qen	Mbo laawol ŋgarondirten?
rew	Mbo laawol ndewondirten?

34.2 EXERCISES

a) Directed Conversation Exercise (Student takes the role of Frank.)

Narrative:

The other day, Frank went on a trip by car to Bantanto Village with Demba and Yompa. All took their guns.

On the way they had a flat tire. While they were fixing it, a lion came up behind them. Demba saw the lion and shot at it, chasing it away. Frank, after returning to the city, met his friend, Yoro, and told him of the experience.

New word:	riiw	chase, send away

Dialog:

Yoro- Frank, no mbaɗɗaa, mi neni qa yahi saare Bantanto qonñan.
Frank- [Qeeyi, kono seeɗa mi maaya he laawol.]

Yoro- Qe hoɗum? Kori qon keɓaani qaksidaŋ he laawol?
Frank- [Qalaa, kono koŋgal motoqameŋ fusi he laawol.]

Yoro- Ko ɗum tan na?
Frank- [Qalaa, tuma miɗen fewnina ɗum, mbaroodi qari he ɓaawoqameŋ.]

Yoro- Qawa, hoɗum mbaɗɗon?
Frank- [Yalla qe Demba, ko kaŋko yiyi ɗum, qawa qo riiwi ɗum qe fetelmakko.]

Yoro- Demba ko gorko moɗɗyo, yalla qokku mo jam.

34.8 NARRATIVE

Qonñan Frank qe yımɓemakko, ɓe mbıyı, ɓeɗo ñȷıɗı yaade saare Bantanto. Kono Demba wıyı mo, wottaa ɓe ñȷaha, paskı pobbı ɗı kuuɓataa to laawol ŋgol. Kono Frank salı, qo wıyı ɓeɗo ȷogı fetel. Non Demba lamdı mo, sı ɓe meeɗı mbaroodı wurɗo na. Frank wıyı mo, sı ɓe ñȷıyı, ɓe mbaray mo qe fetelmaɓɓe. Nden Demba wıyı, qawa yo ɓe ŋgacca hakkılmaɓɓe he laawol ŋgol. Non Frank lamdı Demba laawol ɓe ndewata. Demba kadı kollı ɓe. Qawa non, Frank qe yımɓemakko ñȷahı he laawolmaɓɓe to saare Bantanto.

34.9 Questıons for Dıscussıon

1. Hombo wıyı ɓeɗo ñȷıɗı yaade saare Bantanto?
2. Hombo haalı Frank fıı pobbı ɗı?
3. Frank qe yımɓemakko, ɓe ȷogı fetel na, maa ɓe ȷogaanı haytus?
4. Ko waɗı Demba yıɗaanı Frank qe yımɓemakko ñȷaha saare Bantanto?
5. Hoɗum Frank lamdı Demba?
6. Frank meeɗı yııde mbaroodı wurɗo na?
7. Qan, qa meeɗı. yııde mbaroodı wurɗo na?
8. Qaɗa ȷogı fetel?
9. Demba hollı Frank qe yımɓemakko laawol ŋgol yahata saare Bantanto na?
10. Hoɗum mbaɗataa saa yıyı mbaroodı?
11. Hoɗum Demba wıyı Frank he ȷahaŋgolmaɓɓe?
12. Hoɗum kuuɓata to laawol Bantanto?
13. Hoto ñȷahataa hande?
14. Qa meeɗı yııde mbaroodı maayɗo na?
15. Hoto meeɗuɗaa yııde mbaroodı wurɗo?

UNIT 35

35.0 Dialog: The Teacher Misbehaves.

	-Seeni-	
surnal [Ø] (surnalaaji)		magazine, newspaper
Mbiimi, qa jaŋgi surnal hande na?		Say, did you read today's newspaper?
	-Saajo-	
Qalaa, mi yeɗɗyiti sooɗde ɗum fereŋ.		No, I completely forgot to buy it.
	-Seeni-	
Mi yiyi hen kulle karamokko ɓiɗɗomaa.		I saw a story about your child's teacher in it.
	-Saajo-	
Maa wonaa kulle kaalis qekol qo?		I hope it is not about the school money?
	-Seeni-	
Qeeyi, ko ɗum tigi, ɓe mbiyi qo ñaami ñjoɓɗi qekol qo fof.		Yes, that's the very thing. They said he spent all the school fees.
	-Saajo-	
Tuma nanmi ɗum, ɓooyi jooni.		I heard that a long time ago. ('It has been a long time since I heard of that'.)
	-Seeni-	
ñaaw		judge, give judgement
ñaawd		go to court together, (enter into litigation)
Kaŋko qe lamɗoqameŋ ñaawdi qe ɗum.		He and our chief went to court over it.
	-Saajo-	
hiit-		condemn, punish
kiitowo (hiitooɓe)		tribunal, judge (pl. means jury, panel of judges)
Maa hiitooɓe kitaani mo?		Hope the jury didn't find him guilty?

	-Seeni-	
kasso		prison, jail
Qeeyi, qo hiitaama, te qo yoɓat kaalis qo fof, maa ɓe naba mo kasso.		Yes, he was found guilty. Also he has to pay all the money or they take him to prison.
	-Saajo-	
Qo hebi kaalis qo na?		Has he got the money?
	-Seeni-	
Qalaa, ɓe naɓat mo kasso.		No, they are going to take him to prison.
	-Saajo-	
Lebbi jelu qo heɓata ton?		How many months will he have there?
	-Seeni-	
Saapo qe jeetati.		Eighteen [months].
	-Saajo-	
yurmin		have pity on, sympathize with
Mi yurmini mo, kono qo waɗaani ko moɗɗyi.		I pity him, but he did not do (what is) good.
	-Seeni-	
duwan		pray for
Qenen fof qandi ɗum, kono duwanen mo tan.		We all know that, but let's just pray for him.
	-Saajo-	
Qawa, yalla wallu mo qe jam.		May God help him with peace.
	-Seeni-	
Qaamiin.		Amen.

35.1 Variation Drills on Basic Sentences

a) Progressive Substitution Drill

Cue	Pattern
	Mbiimi, qa jaŋgi surnal hande na?
qo	Mbiimi, qo jaŋgi surnal hande na?
haŋki	Mbiimi, qo jaŋgi surnal haŋki na?
ɓe	Mbiimi, ɓe jaŋgi surnal haŋki na?
hecciharŋki	Mbiimi, ɓe jaŋgi surnal hecciharŋki na?
qon	Mbiimi qon jaŋgi surnal hecciharŋki na?

	Mbıımı qon jaŋgı surnal heccıhaŋkı na?
Qalarba	Mbıımı qon jaŋgı surnal Qalarba na?
qen	Mbıımı qen jaŋgı surnal Qalarba na?
Qalkamıs	Mbıımı qen jaŋgı surnal Qalkamıs na?
qenen	Mbıımı qenen jaŋgı surnal Qalkamıs na?
Juma	Mbıımı qenen jaŋgı surnal Juma na?
meŋ	Mbıımı meŋ jaŋgı surnal Juma na?
Talata	Mbıımı meŋ jaŋgı surnal Talata na?
qo	Mbıımı qo jaŋgı surnal Talata na?
subaka	Mbıımı qo jaŋgı surnal subaka na?
qa	Mbıımı qa jaŋgı surnal subaka na?
hande	Mbıımı qa jaŋgı surnal hande na?

b) Progressive Substitution Drill

New word: qafer [ø] (qaferaajı) affair

Cue	Pattern
	Mı yıyı hen kulle karamokko ɓıɗɗomaa.
qo	Qo yıyı hen kulle karamokko ɓıɗɗomaa.
haal	Qo haalı hen kulle karamokko ɓıɗɗomaa.
qafer	Qo haalı hen qafer karamokko ɓıɗɗomaa.
leydı	Qo haalı hen qafer leydı ɓıɗɗomaa.
teerı	Qo haalı hen qafer leydı teerımaa.
ɓe	Ɓe haalı hen qafer leydı teerımaa.
wıı	Ɓe mbıııyı hen qafer leydı teerımaa.
kulle	Ɓe mbıııyı hen kulle leydı teerımaa.
saare	Ɓe mbıııyı hen kulle saare teerımaa.
-qameŋ	Ɓe mbıııyı hen kulle saareqameŋ.
meŋ	Meŋ mbıııyı hen kulle saareqameŋ.
yıı	Meŋ ñjıııyı hen kulle saareqameŋ.
qafer	Meŋ ñjıııyı hen qafer saareqameŋ.
lamɗo	Meŋ ñjıııyı hen qafer lamɗoqameŋ.
-moɗon	Meŋ ñjıııyı hen qafer lamɗomoɗon.
qen	Qen ñjıııyı hen qafer lamɗomoɗon.
wınd	Qen mbındı hen qafer lamɗomoɗon.
kulle	Qen mbındı hen kulle lamɗomoɗon.
jaŋgurdu	Qen mbındı hen kulle jaŋgurdumoɗon.
-meeɗen	Qen mbındı hen kulle jaŋgurdumeeɗen.
qa	Qa wındı hen kulle jaŋgurdumeeɗen?
jaŋ	Qa jaŋgı hen kulle jaŋgurdumeeɗen?

	Qa ɟaŋgı hen kulle ɟaŋgurdumeeɗen?
qafer	Qa ɟaŋgı hen qafer ɟaŋgurdumeeɗen?
saare	Qa ɟaŋgı hen qafer saaremeeɗen?
-qam	Qa ɟaŋgı hen qafer saareqam?
mı	Mı ɟaŋgı hen qafer saareqam.
yıı	Mı yıyı hen qafer saareqam.
kulle	Mı yıyı hen kulle saareqam.
karamokko	Mı yıyı hen kulle karamokkoqam.
ɓıɗɗomaa	Mı yıyı hen kulle karamokko ɓıɗɗomaa.

c) Progressive Substitution Drill

Cue	Pattern
	Maa wonaa kulle kaalıs qekol qo?
qafer	Maa wonaa qafer kaalıs qekol qo?
gallemaa	Maa wonaa qafer kaalıs gallemaa?
kulle	Maa wonaa kulle kaalıs gallemaa?
ɓıɗɗo Demba	Maa wonaa kulle kaalıs ɓıɗɗo Demba?
qafer	Maa wonaa qafer kaalıs ɓıɗɗo Demba?
saareqameŋ	Maa wonaa qafer kaalıs saareqameŋ?
kulle	Maa wonaa kulle kaalıs saareqameŋ?
Samba	Maa wonaa kulle kaalıs Samba?
qafer	Maa wonaa qafer kaalıs Samba?
leydı ndı	Maa wonaa qafer kaalıs leydı ndı?
kulle	Maa wonaa kulle kaalıs leydı ndı?
bıromeeɗen	Maa wonaa kulle kaalıs bıromeeɗen?
qafer	Maa wonaa qafer kaalıs bıromeeɗen?
mbomrıqam	Maa wonaa qafer kaalıs mbomrıqam?
kulle	Maa wonaa kulle kaalıs mbomrıqam?
qekol qo	Maa wonaa kulle kaalıs qekol qo?

d) Simple Substitution Drill

Cue	Pattern
	Tuma nanmı, ɗun ɓooyı ɟoonı.
qadd	Tuma ngaddmı,ɗun ɓooyı ɟoonı.
sooɗ	Tuma cooɗmı, ɗun ɓooyı ɟoonı.
yey	Tuma ñjeymı, ɗun ɓooyı ɟoonı.
nab	Tuma nabmı, ɗun ɓooyı ɟoonı.
war	Tuma mbarmı, ɗun ɓooyı ɟoonı.
yar	Tuma ñjarmı, ɗun ɓooyı ɟoonı.
wıı	Tuma mbıımı, ɗun ɓooyı ɟoonı.
haal	Tuma kaalmı, ɗun ɓooyı ɟoonı.

	Tuma kaalmı, ɗun ɓooyı jooni.
laar	Tuma ndaarmı, ɗun ɓooyı jooni.
heɓ	Tuma keɓmı, ɗun ɓooyı jooni.
fewn	Tuma pewnımı, ɗun ɓooyı jooni.
wıı	Tuma mbıııımı, ɗun ɓooyı jooni.
yıı	Tuma ñıııımı, ɗun ɓooyı jooni.
nan	Tuma nanmı, ɗun ɓooyı jooni.

e) Progressive Substitution Drill

New words: suuf hide, cache

Cue	Pattern
	Ɓe mbıyı qo ñaamı ñyoɓɗı qekol qo fof.
qon	Ɓe mbıyı qon ñaamı ñyoɓɗı qekol qo fof.
tan	Ɓe mbıyı qon tanı ñyoɓɗı qekol qo fof.
qo	Qo wıyı qon tanı ñyoɓɗı qekol qo fof.
meŋ	Qo wıyı meŋ tanı ñyoɓɗı qekol qo fof.
ɗaŋ	Qo wıyı meŋ ɗaŋı ñyoɓɗı qekol qo fof.
ɓe	Ɓe mbıyı meŋ ɗaŋı ñyoɓɗı qekol qo fof.
qa	Ɓe mbıyı qa ɗaŋı ñyoɓɗı qekol qo fof.
suuf	Ɓe mbıyı qa suufı ñyoɓɗı qekol qo fof.
qo	Qo wıyı qa suufı ñyoɓɗı qekol qo fof.
qo	Qo wıyı qo suufı ñyoɓɗı qekol qo fof.

f) Progressive Substitution Drill

Cue	Pattern
	Maa hııtooɓe kııtaanı mo?
ɓe	Maa ɓe kııtaanı mo?
gaañ	Maa ɓe gaañaanı mo?
ɓe	Maa ɓe gaañaanı ɓe?
ɗun	Maa ɗun gaañaanı ɓe?
naɗɗy	Maa ɗun naɗɗyaanı ɓe?
qon	Maa ɗun naɗɗyaanı qon?
tuubaakooɓe	Maa tuubaakooɓe naɗɗyaanı qon?
naŋg	Maa tuubaakooɓe naŋgaanı qon?
na	Maa tuubaakooɓe naŋgaanı na?
rewɓe ɓe	Maa rewɓe ɓe naŋgaanı na?
yıı	Maa rewɓe ɓe ñııyaanı na?
kan	Maa rewɓe ɓe ñııyaanı kan?
qon	Maa qon ñııyaanı kan?
nan	Maa qon nanaanı kan?

	Maa qon nanaani kam?
meɗ	Maa qon nanaani meɗ?
ɗe	Maa ɗe jaɓaani meɗ?
kiit	Maa ɗe kiitaani meɗ?
mo	Maa ɗe kiitaani mo?
hiitooɗe	Maa hiitooɗe kiitaani mo?

35.2 EXERCISES

New words: kay sure!, indeed! (emphatic particle)

a) Directed Conversation Exercise (Student takes the part of Seeni)

Narrative:

Qaɗa wiye Seeni. Saajo ko teeriima. Subaka gooto, tuma qaɗa yaggu suruulnooɗon, qa yiyi, ɗe mbindi hen kulle karamokko ɓiɗɗo Saajo. Tawi qonɗon Saajo yaggaaki suruul qo. Ko suruul qo, ɗe mbiyi hen karamokko ɓiɗɗo Saajo ñaawi ñjoɓɗi qakol qo fow. Tawi Saajo wani fii ɗum booyi. Tawo karamokko ɓiɗɗo Saajo, kaŋko qo lanɗo Saajo, ñaawaɗi he fii ɗum kaa hiitooɗe kiiti mo. Ɗe mbiyi, qo yoɗay kaalii qo, ɗaa qo yaha kaaso. Ɓe kiiti mo lattii sappo qe jeetati. Qaawa, tuma ñjiiɗaa Saajo, qa yiɗi mo haalde kibaaru mɗo.

Dialog:

Seeni- [Jam waali Saajo.]
Saajo- Jam tan Seeni, no mbaɗɗaa?
Seeni- [Jam tan, mbiimi, qa yaggi suruul hanɗe na?]
Saajo- Qalaa, ko hoɗum woni heen?
Seeni- [Mi yaggi han kulle ɓiɗɗo karamokkoomaaɗa.]
Saajo- Ko hoɗum ɗe mbiyi he fii kullaamakko?
Seeni- [Ɗe mbiyi qo ñaawii ñjoɓɗi qakol qo fof.]
Saajo- Qaaa ɗum! Mi wani ɗum ko' booyi jooni.
Seeni- [Qaawa, ɗaa kaŋko qo lanɗooɗon ñaawataa he ɗum?
Saajo- Qeeyi kay, kaa ɗe kiiti mo.
Seeni- [Qaawa, hoɗum hiitooɗe mbiyi he kullaamakko.]
Saajo- Ɗe mbiyi, qo yoɗay kaalii qo, ɗaa qo yaha kaaso.
Seeni- [Ɓe kiiti mo lattii jalaa?]
Saajo- Ɓe kiiti mo lattii sappo qe jeetati.
Seeni- [Qaawa, kaalee gaɗi jooni.]

35.8 NARRATIVE

Karamokko Ɓıɗɗo Saajo

Wadı subaka gooto, tuma Seenı qe Saajo ñjııdı, Seenı landı mo, sı tawo qo jaŋgı surnalmaɓɓe qoɗɗan. Saajo wıyı mo, kaŋko yeddyıtı sooɗɗe ɗum qoɗɗan. Non Saajo landı Seenı, ko hoɗum qo yıye qe surnal qo. Non kadı Seenı wıyı mo, qo jaŋgı hen kulle karamokko ɓıɗɗomakko. Qawa Saajo wıyı mo, sı ko fıı ñjoɓɗı qakol qo. Kaŋko qandııno fıı ɗum ko ɓooyı. Nden Seenı landı mo, ko hoɗum landɗo Saajo haalı he fıı ɗum. Non Saajo haalı mo, landɗomaɓɓe ñaawdı qe karamokko ɓıɗɗomakko, kaa qon kııtaama. Qawa hııtooɓe mbıyı,ooo yoɓaama kaalıs qo, qo yahay kaaso lebbı sappo qe jeetatı. Nden Seenı wıyo mo, 'Qawa,jooni haalaa gası'.

35.9 Questions for Discussion

1. Seenı qe Saajo, ko karamokko ɓıɗɗo hombo ñaanı ñjoɓɗı qakol qo?
2. Ko hoɗum Seenı landı Saajo tuma ɓe ñjııdı?
3. Ko wadı Saajo jaŋgaanı surnalmaɓɓe qoɗɗan?
4. Ko hoɗum Seenı yıyı he surnal qo?
5. Ko kulle hombo Seenı jaŋgı he surnal qo?
6. Qontuma Seenı no haala Saajo fıı karamokko ɓıɗɗomakko, tawo Saajo qandııno ɗum na, naa qo qandaaano?
7. Ko tuma Saajo nanı he fıı ɗum, ɓooyı, naa qo ɓooyaanı?
8. Landɗo Saajoqen ñaawdı qe karamokko ɓıɗɗomakko na?
9. Hııtooɓe kııtı no na?
10. Ko hoɗum hııtooɓe mbıyı?
11. Lebbı jelu ɓe mbıyı ko ɗum qo hatata kaaso, ooo yoɓaanı kaalıs qo.
12. Qo haɓııno kaalıs qo na?
13. Qa ndaɗı yaade kaaso na?

UNIT 36

36.0 Dialog: Frank Does Some Vocabulary Learning.

	-Frank-	
Jam ñalli.		Good afternoon.
	-Demba-	
Jam tan?		I am fine.
	-Frank-	
Mbiimi, hodum tawdaa ka junngo nanowal?		Say, what do you have in your left hand?
	-Demba-	
folay [ɗi] (yolaaji)		rubber, tire
Dum ko folay biskalet.		That's a bicycle inner tire [tube].
	-Frank-	
Hodum adaftaa ge dum?		What will you do with that?
	-Demba-	
Mi watay dum to nder koyngal biskalet am, mi wada hen henndu.		I will put it on the tire of my bicycle [and] I'll put air into it.
	-Frank-	
Honno adaftaa hen henndu ndu.		How will you put air into it.
	-Demba-	
pompe [ɗi] (pompeeji)		pump
Ada anndi pompe? Ko dum mbaɗetaa, mi pompa hen henndu.		Do you know a pump? That's what I will get. I'll pump air into it.
	-Frank-	
Eeyi, mi anndi pompe.		Yes, I know a pump.
	-Demba-	
tay		[full] up, to the top, (used with tay)
Owoo, mi pompay dum, haa dum heewa tay ge henndu.		OK., I will pump it until it is full of air.
	-Frank-	
Mbiimi, hodum won ka nder goyo amdum won to, ton?		I say, what is in that bag there?

-Demba-	
Hoto? Qaa, qoya saaku lelɗo to na?	Where? Ah, that bag lying down there.
-Frank-	
Qeeyi, qon tigi.	Yes, that very one.
-Demba-	
qawdu [ndu] (gawdi)	seed
qawdi	seed (adjective)
ndungu [ngu] (duuɓi)	rainy season
Ko gerte, gerte qawdi qaa, pur ndungu ngu.	It's ground nuts, my seed peanuts for the coming rainy season.
-Frank-	
Kono, ndungu ngu qaraaki tawo.	But the rainy season has not come yet.
-Demba-	
Qeeyi ! mido qandi dum, kono ko non yimɓe ɓe fof wadata.	Yes, I know that, that's what all the people do [all the time].
-Frank-	
Qoon, qa jaaraama.	Thank you.
-Demba-	
Jaaraama.	You are welcome.

36.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

Cue	Pattern
	Honno aheɓtaa ban banɗu ndu.
ndiyam	Honno aheɓtaa ban ndiyam dam.
gerte	Honno aheɓtaa ban gerte ɗe.
maaro	Honno aheɓtaa ban maaro ko.
kosam	Honno aheɓtaa ban kosam dam.
lecceeri	Honno aheɓtaa ban lecceeri ɗi.
gawri	Honno aheɓtaa ban gawri ɗi.
banɗu	Honno aheɓtaa ban banɗu ndu.

b) Simple Substitution Drill

Cue	Pattern
	Kono nduŋgu ŋgu qaraani tawo.
yimɓe	Kono yimɓe ɓe ŋgaraani tawo.
sukaaɓe	Kono sukaaɓe ɓe ŋgaraani tawo.
naqi	Kono naqi ɗi ŋgaraani tawo.
puci	Kono puci ɗi ŋgaraani tawo.
worɓe	Kono worɓe ɓe ŋgaraani tawo.
rewɓe	Kono rewɓe ɓe ŋgaraani tawo.
ɗebbo	Kono ɗebbo qo qaraani tawo.
neɗɗo	Kono neɗɗo qo qaraani tawo.
nduŋgu	Kono nduŋgu ŋgu qaraani tawo.

c) Simple Substitution Drill

Cue	Pattern
	Qeeyi, miɗo qandi pompe.
neenemaa	Qeeyi, miɗo qandi neenemaa.
ɗum	Qeeyi, miɗo qandi ɗum.
qoya gorko	Qeeyi, miɗo qandi qoya gorko.
qo debbo	Qeeyi, miɗo qandi qo debbo.
Samba	Qeeyi, miɗo qandi Samba.
mo	Qeeyi, miɗo qandi mo.
qon	Qeeyi, miɗo qandi qon.
ɓe	Qeeyi, miɗo qandi ɓe.
debbomakko	Qeeyi, miɗo qandi debbomakko.
rewɓemaɓɓe	Qeeyi, miɗo qandi rewɓemaɓɓe.
yimɓemaa	Qeeyi, miɗo qandi yimɓemaa.
jatigimakko	Qeeyi, miɗo qandi jatigimakko.
baamum	Qeeyi, miɗo qandi baamum.
musiiɓemaɓɓe	Qeeyi, miɗo qandi musiiɓemaɓɓe.
mawɗomaa	Qeeyi, miɗo qaŋdi mawɗomaa.
pompe	Qeeyi, miɗo qandi pompe.

d) Sımple Substıtutıon Drıll

New words:

trakto [0] (traktoojı)	tractor
moto putu-putu	motorcycle

Cue	Pattern
	Mı waɗay ɗum to nden koyŋgal bıskaletqam, mı waɗa heŋ hendu.
kamıyoŋmaa	Mı waɗay ɗum to nder koyŋgal kamıyoŋmaa, mı waɗa hen hendu.
wotırmakko	Mı waɗay ɗum to nder koyŋgal wotırmakko, mı waɗa hen hendu.
moto putu-putuqameŋ	Mı waɗay ɗum to nder koyŋgal moto putu-putuqameŋ, mı waɗa hen hendu.
traktormoɗon	Mı waɗay ɗum to nder koyŋgal traktomoɗon, mı waɗa hen hendu.
kuruyemaɓɓe	Mı waɗay ɗum to nder koyŋgal kuruyemaɓɓe, mı waɗa hen hendu.
bıskaletqam	Mı waɗay ɗum to nder koyŋgal bıskaletqam, mı waɗa hen hendu.

e) Progressıve Substıtutıon Drıll

Cue	Pattern
	Mı waɗay ɗum to nder koyŋgal bıskaletqam, mı waɗa hen hendu.
qo	Qo waɗay ɗum to nder koŋgal bıskaletmakko, qo waɗa hen hendu.
wotır	Qo waɗay ɗum to nder koyŋgal wotırmakko, qo waɗa hen hendu.
ɓe	Ɓe mbaɗay ɗum to nder koyŋgal wotırmaɓɓe, ɓe mbaɗa hen hendu.
moto-putu-putumaɓɓe	Ɓe mbaɗay ɗum to nder koyŋgal moto-putu-putumaɓɓe, ɓe mbaɗa hen hendu.
meŋ	Meŋ mbaɗay ɗum to nder koyŋgal moto-putu-putuqameŋ, meŋ mbaɗa hen hendu.

	Meŋ mbaɗay ɗum to nder koyŋgal moto-putu-putuqameŋ, meŋ mbaɗa hen hendu.
trakto	Meŋ mbaɗay ɗum to nder koyŋgal traktoqameŋ, meŋ mbaɗa hen hendu.
mi	Mi waɗay ɗum to nder koyŋgal traktoqam, mi waɗa hen hendu.
biskalet	Mi waɗay ɗum to nder koyŋgal biskaletqam, mi waɗa hen hendu.

f) Progressive Substitution Drill

New word: gas dig

Cue	Pattern
	Mbiimi, hoɗum tamɗaa qe juŋgo nanomaa?
jog	Mbiimi, hoɗum jogɗaa qo juŋgo nanomaa?
ɓaawo	Mbiimi, hoɗum jogɗaa qe ɓaawo nanomaa?
ŋgesamaa	Mbiimi, hoɗum jogɗaa qe ɓaawo ŋgesamaa
qaw	Mbiimi, hoɗum ŋgawɗaa qe ɓaawo ŋgesamaa?
nder	Mbiimi, hoɗum ŋgawɗaa qe nder ŋgesamaa?
bambemon	Mbiimi, hoɗum ŋgawɗaa qe nder bambemon?
gas	Mbiimi, hoɗum gasɗaa qe nder bambemon?
seŋgo	Mbiimi, hoɗum gasɗaa qe seŋgo bambemon?
maayo ŋgo	Mbiimi, hoɗum gasɗaa qe seŋgo maayo ŋgo?
suuɗ	Mbiimi, hoɗum cuuɗɗaa qe seŋgo maayo ŋgo?
hedde	Mbiimi, hoɗum cuuɗɗaa qe hedde maayo ŋgo?
Qambasad qo	Mbiimi, hoɗum cuuɗɗaa qe hedde Qambasad qo?
heɓ	Mbiimi, hoɗum keɓɗaa qe hedde Qambasad qo?
ɓaawo	Mbiimi, hoɗum keɓɗaa qe ɓaawo Qambasad qo?
nanomaa	Mbiimi, hoɗum keɓɗaa qe ɓaawo nanomaa?
tam	Mbiimi, hoɗum tamɗaa qe ɓaawo nanomaa?
juŋgo	Mbiimi, hoɗum tamɗaa qe juŋgo nanomaa?

36.2 EXERCISES

a) Directed Conversation Exercise (Student takes the part of Frank)

Narrative:

Frank has just recently arrived at his new post. His friend Demba is teaching him the Fula language.

There are many words that Frank does not know. Frank is discussing with Demba about some words for various items that he sees around him. He knows what they are in English, but does not know what they mean in Fula. Demba proceedes to question Frank about these items in order to help him learn the new words. To identify these items Demba describes to Frank their function, size, number, shape, weight or any other characteristic that may be associated with them.

Dialog:

Demba- Mbiimi Frank, qaɗa qandi qinde to juulɓe juulata na?
Frank- [Qeeyi, wonaa ko juulirɗe na?]

Demba- Qeeyi, ko ɗum tigi, qawa haalanam qinde nde to meŋ mbaɗata ndiyam.
Frank- [Mi qandaa ɗum, ko hoɗum?]

Demba- Qeɗen mbiya ɗum loonde, qawa honno to meŋ mbaɗata keɗam ɗam qameŋ.
Frank- [Qaaa, ɗum ko horde.]

Demba- Qeeyi, qawa hoɗum woni qinde suudu ndu to meŋ defata.
Frank- [Mi sikki qoɗon mbiya ɗum deferdu.]

Demba- Qeeyi, ko gooŋga: Qaɗa qandi qinde ko yimɓe ɓe ɓaŋata, si ɓeɗo ñoota.
Frank- [Mi yeɗɗyiti ɗum fereŋ.]
Demba- Ɗum ko meselal.

Frank- [Qa haali gooŋga.]
Demba- Honno qen mbiyata, ko yimɓe ɓe bornata, tuma ɓe bornata wuttemaɓɓe.

Frank- [Ɗum no wiyete genso.]
Demba- Qeeyi,ko non tigi, qawa, jaaraama.

Frank- [Jaawuur Demba.]

36.8 NARRATIVE

Qonñan tuma Frank hawri qe Demba, tawo Demba no jogi hunde he juŋgo nanomakko. Frank lamdi mo ko hoɗum woni qon. Demba wiyi mo ɗum ko foley, qawa kadi Frank lamdi mo hoɗum qo waɗataa qe ɗum. Non Demba wiyi mo, qo waɗay ɗum he nder koyŋgal biskaletmakko, qo waɗa hen hendu. Nden Frank lamdi mo kadi, honno qo waɗata hen hendu ndu. Demba wiyi mo qo ɓaŋay pompe, qo pompa ɗum, haa ɗum hewa tep. Qawa kadi Frank lamdi mo, ko woni he nder saaku qo. Demba wiyi mo ɗum ko gerte qawdi makko pur nduŋgu ŋgu. Qawa tuma ɓe pari haalaamaɓɓe, kala he maɓɓe yahi he laawolmakko.

36.9 Questıons for Dıscussıon

1. Hombo salmını Demba qonñan?
2. Frank qe Demba hombo ȷogııno hunde he ȷuŋgo nanomakko?
3. Ko hoɗum Demba ȷogı he ȷuŋgomakko?
4. Ko hoɗum Demba waɗata he foley qo?
5. Qaɗa qandı pompe?
6. He nder hoɗum Demba naatıntaa foley qo?
7. Hoɗum wonı he nder saaku qo.
8. Hoɗum wonı gerte qawdı?
9. Qa meeɗı heɓde bıskalet na?
10. Qaɗa waawı dognude bıskalet?
11. Demba qe Frank hombo yakkı koyŋgal bıskaletmum?
12. Qaɗa ȷogı foley to leydımoɗon na?

UNIT 37

37.0 Dialog: The Case of the Mistaken Drunk Driver.

	-Jim-	
Jam ñallen.		Good afternoon.
	-Jallo-	
Jam tan↑		Greetings.
	-Jim-	
minister [ø] (ministeraaɓe)		minister (government)
Miɗo yiɗi yiide ministermon.		I wish to see your minister.
	-Jallo-	
Qan no wiyete, qe honto liggotaa?		What is your name, and where do you work?
	-Jim-	
Miɗo wiye Jim. To Qambasad Qamerika liggotomi.		I am called Jim. I work at the American Embassy.
	-Jallo-	
Qawa, fad seeɗa tan, minister qo no haala qe goɗɗo.		OK., wait a bit. The minister is talking with someone.
	-Jim-	
nel		send
Min mi waawata fadde, ko Qambasadorqameŋ neli kam to makko.		I can't wait. It's our ambassador who sent me to him.
	-Jallo-	
Ko ñjiɗɗaa mi waɗa jooni?		What do you want me to do now?
	-Jim-	
hawjaade		to be in a hurry
Yaa, haalana mo komi hawjuɗo.		Go, tell him I'm in a hurry.
	-Jallo-	
hantin/hanti		then, now then
Hantin, haalaa gasi. Minister qo dinii. Qomo qara.		Now then, the talk is over. Here comes the Minister.

Jam ñalli, Minister.	-Jim-	Good afternoon, Minister.
Jam tan, qan kaa hombo nii?	-Minister-	Fine, who are you?
Ko min woni kansilor Qambasad Qamerika.	-Jim-	I am the counsellor of the American Embassy.
Jooni non, ko ñjiɗɗaa mi waɗan ma?	-Minister-	Now then, what can I do for you? ('What do you want me to do for you?')
Ko Qambasadorqameŋ neli kam to maaɗa he fii soferqameŋ.	-Jim-	Our ambassador sent me to you, in the matter of our driver.
Ko hoɗum heɓi sofermon?	-Minister-	What happened to your driver?
Polisaajimon naŋgi mo gila haŋki ñalloma.	-Jim-	Your police have been holding him since yesterday afternoon.
Ko hoɗum qo waɗi? Kori qo waraani neɗɗo qe motomakko?	-Minister-	What did he do? I hope he didn't kill anyone with his car.
Qo waraani hay gooto, ɓe mbiyi qo yari konɗyam tuma qomo dogna wotirqameŋ.	-Jim-	He didn't kill anyone. They said he was drunk while he was driving our car.
Ɗum ko gooŋga na?	-Minister-	Is that true?
Qalaa † ɗum wonaa gooŋga.	-Jim-	No, that's not true.
Qawa† yaa mbiyaa qambasadormoŋ, ɓe ŋgaccay mo ɗo qe salifana.	-Minister-	OK., go tell your Ambassador, he will be released by this afternoon.
Qambasadorqameŋ wiyi yomi haal ma Polisaajimon ko ɓe mbaɗi, no metti mo ɓeteke.	-Jim-	Our Ambassador said I was to tell you that what your police did distressed him very much.

	-Minister-	
Saa yahi, mbiyaa mo mi nani haalaamakko.		When you go, tell him I have heard his complaint.
	-Jim-	
Qawa, qa jaaraama, Minister.		OK., thank you Minister.
	-Minister-	
Jaawuur.		You are welcome!

37.1 Variation Drills on Basic Sentences.

a) Progressive Substitution Drill

Cue	Pattern
	Ko min woni kansilor Qambasad Qamerika.
qo	Ko qo woni kansilor Qambasad Qamerika.
sofer	Ko qo woni sofer Qambasad Qamerika.
qoya	Ko qoya woni sofer Qambasad Qamerika.
Qambasador	Ko qoya woni Qambasador Qambasad Qamerika.
qan	Ko qan woni Qambasador Qambasad Qamerika.
dokotor	Ko qan woni dokotor Qambasad Qamerika.
qo	Ko qo woni dokotor Qambasad Qamerika.
masoŋ	Ko qo woni masoŋ Qambasad Qamerika.
qoya	Ko qoya woni masoŋ Qambasad Qamerika.
polis	Ko qoya woni polis Qambasad Qamerika.
qo	Ko qo woni polis Qambasad Qamerika.
fiita	Ko qo woni fiita Qambasad Qamerika.
min	Ko min woni fiita Qambasad Qamerika.
kansilor	Ko min woni kansilor Qambasad Qamerika.

b) Random Substitution Drill

Cue	Pattern
	Jooni non ko ñjiɗɗaa mi waɗan ma.
(qon)	Jooni non ko ñjiɗɗon mi waɗan qon.
qo	Jooni non ko ñjiɗɗon qo waɗan qon.
(qa)	Jooni non ko ñjiɗɗaa qo waɗan qon.
mo	Jooni non ko ñjiɗɗaa qo waɗan mo.
ɓe	Jooni non ko ñjiɗɗaa ɓe mbaɗan mo.
(qon)	Jooni non ko ñjiɗɗon ɓe mbaɗan mo.
kam	Jooni non ko ñjiɗɗon ɓe mbaɗan kam.
qo	Jooni non ko ñjiɗɗon qo waɗan kam.
(qa)	Jooni non ko ñjiɗɗaa qo waɗan kam.
ma	Jooni non ko ñjiɗɗaa qo waɗan ma.
mi	Jooni non ko ñjiɗɗaa mi waɗan ma.

37.2 EXERCISES

a) Directed Conversation Exercise (Student takes the part of Jallo)

Narrative:

Qaɗa wiye Jallo. Jim, ko Qamerika qo qimmi. Qomo ligga to Qambasadumaɓɓe. Qambasadormaɓɓe neli mo to ministermoɗon. Tuma qo yotti to biramoɗon, qo selmini ma. Qomo yiɗi yiiɗe ministernon. Tawo qon no haala qe goɗɗo. Qaɗa yiɗi qo faɗa seeɗa haa ɓe gayma haalaamaɓɓe. Tuma qoɗon haala fii ɗum tan, ɓooyaani ministermon qari to ŋgonɗon.

Dialog:

a) Jam ɓalli Jallo.
b) [Jam tan Jim, hoɗum ɓjiɗɗaat]

a) Miɗo yiɗi yiide ministermoɗon.
b) [Nonbo neli ma to makkot]

a) Ko Qambasadorqameŋ.
b) [Qawa fad seeɗa, qomo haala qe goɗɗo.]

a) Qalaa, mi waawataa fadde.
b) [Qawa laar, minister dimii, no qare.]

a) Qawa, qa jaaraama.
b) [Jaawuur.]

37.3 Story (Read and Discuss)

New words:

qoto	[ø]	(qotoojı)	auto
welo	[ø]	(weloojı)	bicycle
dıŋgıra	[ø]	(dıŋgıraajı)	location, place
teddu	[ø]	(	be heavy
roonɗu			carry a load
ɓaw			be sick

Marde Welo qo Qoto, Mbabba qe Pucu

Saa yiɗi wonde to leydiqameŋ, qa foti sooɗde welo, ma qoto. Qawa, saa waawaa heɓde ɗe, mbaɗaa feere, sooɗa mbabba maa pucu. Si wonaa ɗum, qa waawataa waɗde soklaajimma ɗi fow, paski diŋgiraaji ɗi no woɗɗondiri. Kono saɗa jogi welo maa qoto, mbabba maa pucu, qa waaway waɗde haajuujimaa ɗi fow, tawo qa tampataa. Qawa, saa jogaaki ɗe, waɗi qa jogi doŋgal, ɗum no teddi, qa waawaa roondude ɗum he hooremaa, honno mbaɗtaa? Qawa, si tawo qaɗa jogi welo, ko mbaɗtaa tan, ɓaŋaa doggalneeɗa, haɓɓaa ɗun he boggol, haa ɗun ko fewı, nden ɓeggaa ɗun, haɓɓaa ɗun to ɓaawo welomma ko fewı, qawa, ɗyeŋaa ɗow welomma, ñjahaa laawolneeɗa.

Wayno kadı muusıɗɗonaa ñawı, qaɗa yıɗı naɓɓe mo to dokotor, tawı, moɗon he to dokotor qo wonı no woɗɗı. Qawa, sı tawo qaɗa jogı qoto, ko mbaɗtaa, ɓaŋaa muusıɗɗonaa qo, naatınaa mo he ɗun, ñjahaa. Kono, saa jogaakı qoto, qa waawataa naɓɓe mo, qan tan hooremaa. Ko ɗun waɗı welo maa qoto, mbabba maa puccu, moɗɗyı heɓɓe to leydıneeɗen.

37.8 NARRATIVE

Jallo qe Jım

Qonñan Jallo no yooɗı to bıronaɓɓe. Jım qarı, qo salmını mo, nden qo wıyı mo, qomo yıɗı yııde mınısternaɓɓe. Tawı mınıster qo no haalaa qe goɗɗo he bıronakko. Non Jallo lamɗı mo, ko hombo nelı mo to mınısternaɓɓe. Jım wıyı mo ko qambasadornaɓɓe nelı mo. Nden, non Jallo wıyı mo yoo fad mınıster qo seeɗa haa ɓe gayna haalaanaɓɓe. Kono Jım wıyı mo qo waawataa faɗɗe. Qawa, ɓooyaanı tan, mınıster qo qarı, non kaŋko qe Jım kaaldı ko ɓe kaalata non.

37.9 Questions for Discussion

1. Hombo wıyı Jallo, kaŋko no yıɗı yııde mınıster Jalloqen?
2. Hoto Jım lıggoto?
3. Tuma Jım wıyı Jallo, qomo yıɗı yııde mınısternaɓɓe, ko hoɗun Jallo jaabı mo?
4. Hombo nelı Jım to bıro Jalloqen?
5. Hombo wonı kansılor Qanbasad Qamerıka?
6. Ko fıı hoɗum qambasador Jımqen nelı Jım to mınıster Jalloqen?
7. Ko hoɗum heɓı sofer Jımqen?
8. Hoɓe naŋgı sofer Jımqen?
9. Ko waɗı polısaaɓe naŋgı sofer Jımqen?
10. Gıla tuma ɓe naŋgı mo?
11. Ko hoɗum polısaaɓe mbıyı, ko ɗun waɗı ɓe naŋgı sofer Jımqen?
12. Ko hoɗum mınıster qo wıyı he fıı ɗun?
13. Ko waɗı Jım wıyı, kaŋko, qo waawataa fadde seeɗa.
14. Qa meeɗı yarde konɗyam na?
15. Polısaaɓe meeɗı ma naŋgude na?
16. Qaɗa waawı dognude wotır?
17. Qa meeɗı heɓɓe qaksıdaŋ na?

UNIT 38

38.0 Dialog. Ŋgay Wants to Register His Child in School.

	-Ŋgay-	
Jam ñalli tuubaako.		Good afternoon, white man.
	-Charles-	
Jam tan Pullo, hoɗum ñjiɗɗaa mi waɗan ma?		Greetings, Fula, what do you want me to do for you?
	-Ŋgay-	
Miɗo yiɗi yaa haalanan hunde he jaŋgurɗuujimoɗon.		I want you to tell me something about your schools.
	-Charles-	
He fii hoɗum?		About what?
	-Ŋgay-	
He fii ñjoɓɗinaaɓe, qe honno neɗɗo naatata qe naaɓe.		In the matter of fees, and also tell me how one can enter them.
	-Charles-	
Mi waawataa ma haalde ɗum fow kono, jaŋgurɗuuji qanaŋ kala, no heɓi ñjoɓɗinakko.		I can't tell you all that but, each of the schools has its own fees.
	-Ŋgay-	
Qawa, hoɗum ɗikkuɗaa mi fota waɗde si mi yiɗi nelde ɓiɗɗoqam ton?		OK., what do you thing I ought to do it if I want to send my son there?
	-Charles-	
Folo, haalanan no jaŋguli ɓiɗɗomaa foti.		First, tell me how much schooling your son has [had]('equaled').
	-Ŋgay-	
Qo gayni jaŋgurɗu mawɗoqameŋ, jooni qo yiɗi jaŋgude fii ɗokotor.		He has finished our high school. Now he wants to study medicine.
	-Charles-	
Ko mbaɗtaa folo, windu letar to jaŋgurɗuujiqameŋ, mbiya ɓe ko haalɗaa kam.		What you are to do first, [is] write a letter to our schools [and] tell them what you told me.
	-Ŋgay-	
Dum tan?		That's all?

	-Charles-	
Qalaa ! ɓe kadı windoy ma letar Qawa saa heɓı ɗum, ŋgaɗɗaa ɗum to qam, mı jaŋga ɗum.		No, they will write to you OK., when you get it, brint it [and] let me read it.
	-Ngay-	
Qawa, jaaraama, tuubaako.		OK., thank you (white man).
	-Charles-	
Jaawuur, ñallen jam.		You are welcome, good afternoon.

* * * * * *

	-Ngay-	
Jam waalı, letar qo qarı.		Good morning, the letter has come.
	-Charles-	
Qa jaŋgı ɗum na? Hoɗun ɓe mbıyı ton?		Did you read it? What did they say in it?
	-Ngay-	
Ɓıɗɗoqam wıyı, ɓe heɓı ɗula pur makko.		My son said they have got a place for him.
	-Charles-	
paspor [∅] (pasporaajı) kaytol [∅] (kaytolaajı)		passport certificate
Qawa non haala gası, mbıımı ɓıɗɗoma no jogı paspor qe kaytol dokotor na?		OK., the talk is finished. Now then, does your son have a passport and a doctor's certificate?
	-Ngay-	
Qeeyı ! qomo jogı ɗe fow, ko heddı joo, ko visamakko tan.		Yes, he has them all. What remains now is his visa.
	-Charles-	
Qawa wıyı mo, yoo qar to Qambasaadqaneŋ jaŋgo.		OK, tell him to come to our Embassy tomorrow.
	Ngay-	
Mı haalanay mo ɗum, sı mı yottı galle.		I will tell him that when I get home.
	-Charles-	
Kadı, yoo qaddu paspor qe kaytol dokotormakko mı laar ɗum.		Also let him bring his passport and his doctor's certificate for me to see.

-Ŋgay-

Qewe, baası qala, mıɗo yaha nanı, qa jaaraama.	OK., no trouble, now then I am going. Thank you.

-Charles-

Jaaruur.	You are welcome.

38.1 Variation Drills on Basic Sentences

a) Phrasal Substitution Drill

Cue	Pattern
	Hoɗum cıkkudaa mı fota waɗde, sı mı yıɗı nelde ɓıɗɗoqam ton?
sı ɓe mbıyı kam yo mı yaha jooni	Hoɗum cıkkudaa mı fota waɗde, sı ɓe mbıyı kam yo mı yaha joonı?
hoɗum mbaɗataa	Hoɗum mbaɗataa, sı ɓe mbıyı kam yo mı yaha joonı?
sı mı hootı to leydıqameŋ	Hoɗum mbaɗataa, sı mı hootı to leydıqameŋ?
hoɗum cıkkudaa mı fota ɓornude	Hoɗum cıkkudaa mı fota ɓornude, sı mı hootı to leydıqameŋ?
sı lamɗo qo noddı kam	Hoɗum cıkkudaa mı fota ɓornude, sı lamɗo qo noddı kam?
hoɗum mbıyatamı	Hoɗum mbıyatamı, sı lamɗo qo noddı kam?
sı ɓe ŋgarı ɗo he ɓaawomaa	Hoɗum mbıyatamı, sı ɓe ŋgarı ɗo he ɓaawomaa?
hoɗum mbaɗataa,	Hoɗum mbaɗataa, sı ɓe ŋgarı ɗo he ɓaawomaa?
soo salı ɓaamludemaa kaalıs	Hoɗum mbaɗataa, soo salı ɓaamludemaa kaalıs?
hoɗum cıkkudaa mı fota waɗde	Hoɗum cıkkudaa mı fota waɗde, soo salı ɓaamludemaa kaalıs?
sı debboqam salı yaaɗe kampama	Hoɗum cıkkudaa mı fota waɗde, sı debboqam salı yaaɗe kampama?
hoɗum mbaɗataa	Hoɗum mbaɗataa, sı debboqam salı yaaɗe kampama?
se mı tawı ɓıɗɗomaa ton	Hoɗum mbaɗataa, se mı tawı ɓıɗɗomaa ton?
hoɗum cıkkudaa mı fota waɗde	Hoɗum cıkkudaa mı fota waɗde sı mı tawı ɓıɗɗomaa ton?
sı mı yıɗı nelde ɓıɗɗoqam ton	Hoɗum cıkkudaa mı fota waɗde sı mı-yıɗı nelde ɓıɗɗoqam ton?

b) Phrasal Substıtutıon Drıll

Cue	Pattern
	Wındu letar to ȷaŋgurduuȷıqameŋ, mbıyaa ɓe, ko kaalɗaa kam.
yaa to mawɓe saare nde	Yaa to mawɓe saare nde, mbıyaa ɓe, ko kaalɗaa kam.
haalaa ɓe, ko ñȷııɗaa he laawol	Yaa to mawɓe saare nde, haalaa ɓe, ko ñȷııɗaa he laawol.
ɗeɓɓomaa haalaanı kam haŋkı	Deɓɓomaa haalaanı kam haŋkı, ko ñȷııɗaa he laawol.
kulle ɓıɗɗo-gorkomaa	Deɓɓomaa haalaanı kam haŋkı, kulle ɓıɗɗo-gorkomaa.
wındu mo letar mbıya mo	Wındu mo letar, mbıya mo kulle ɓıɗɗo-gorkomaa.
ko ñȷıɗɗaa.	Wındu mo letar, mbıya mo, koo ñȷıɗɗaa.

c) Expansıon Drıll

Cue	Pattern
	Yoo qaddu paspoṙ qo.
qe kaytol dokotormakko	Yoo qaddu paspor qo qe kaytol dokotormakko.
to bıroqam	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam.
ȷaŋgo	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam ȷaŋgo.
hakkunde subaka qe salıfana	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam ȷaŋgo, hakkunde subaka qe salıfana.
Sı wonaa ɗum qo tawataa kam toṇ.	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam ȷaŋgo, hakkunde subaka qe salıfana. Sı wona ɗum qo tawataa kam ton.
paskı mıɗo yıɗı yaade kampama	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam ȷaŋgo, hakkunde subaka qe salıfana. Sı wonaa ɗum qo tawataa kam ton, paskı mıɗo yıɗı yaade kampama.
to dokotorqam	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam ȷaŋgo, hakkunde subaka qe salıfana. Sı wonaa ɗum qo tawataa kam ton, paskı mıɗo yıɗı yaade kampama to dokotorqam.

he fıı kulle debboqam	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam ȷaŋgo, hakkunde subaka qe salıfana. Sı wonaa ɗum qo tawataa kam ton, paskı mıɗo yıɗı yaaɗe kampama to dokotorqam, he fıı kulle debboqam.
nanı. Qawa, ñallen ȷam	Yoo qaddu paspor qo qe kaytol dokotormakko to bıroqam ȷaŋgo hakkunde subaka qe salıfana. Sı wonaa ɗum qo tawataa kam ton, paskı mıɗo yıɗı yaade kampama to dokotorqam he fıı debboqam, nanı. Qawa, ñallen ȷam.

38.2 Story: Read and Dıscuss

New words:

faro	[ŋgo] (parooȷı)	rıce paddy
taɗɗyu		cut, chop
yoor		dry up

-NDUŊGU- I

Sı nduŋgu ŋgu qarı, yımɓe ɓe fow, kala waawı lıggaade, lıggoto. Neɗɗo qo neɗɗo, sı tawo qaɗa waawı waɗde ŋgesa maa faro, mbaɗaa ɗum. Folo ko mbaɗtaa, sı tawo kaa gorko, ñȷahaa to leydı gese ɗe ŋgonı, qawa taɗɗyaa ledde ɗe qe huɗoko ko, nden ŋgaccaa ɓe haa ɓe yoora, nden ŋgaraa tıtın, sumaa ɓe. Sı ɗum qıwı hen, padaa haa ndıyam ɗam qara. Sı qo fuɗɗı toɓde, ñȷahaa qe musııɓemaaɗa to ŋgesamaa, fuɗɗaa qawde gertemaa, maa gawrı, ko ñȷıɗɗaa qawde ton tan. Rewɓe ɓe kadı ko non tan ɓe mbaɗata he parooȷımaɓɓe.

38.8 NARRATIVE

Ŋgay qe Charles

Waɗı ñande gooto, Ŋgay yahı to bıro Charlesqen. Tuma qo yottı ton, kaŋko qe Charles calmınondırı. Nden Charles lamdı mo, ko wonı soklaamakko. Ŋgay wıyı mo, yoo haal mo hunde he fıı ȷaŋgurduuȷımaɓɓe. Charles kadı lamdı mo, ko hoɗum qo yıɗı qandude he fıı ɗum. Ŋgay nden haalı mo, ko ɓıɗɗo-gorkomum yıɗı yaade ȷaŋgude fıı kulle dokotor to leydımaɓɓe, kono qon waawataa yaadı ton, soo heɓaanı vısa Charlesqen. Non Charles kadı lamdı mo, sı tawo ɓıɗɗomakko ȷogı paspor qe kaytol dokotor, qawa kadı, sı tawo ɓıɗɗomum heɓı dula to ȷaŋgurduuȷımaɓɓe to qo yahata, qe kadı sı tawo kaŋko waaway yoɓde ñȷoɓdı qekolmakko. Tawı ɓıɗɗo Ŋgay wındıı no letar he fıı ɗum haa qo heɓı ton palas. Non Ŋgay wıyı Charles ɓıɗɗomakko heɓı ton palas, qawa ȷoonı ko fıı vısamakko tan heddı. Non Charles wıyı mo, yoo haal ɓıɗɗomum yoo qaddu paspor qe kaytol dokotormakko to bıromum qon ȷaŋgo. Nden Ŋgay ȷaarı Charles, qawa, hootı to gallemum.

38.9 Questıons for Dıscussıon

1. Hombo lamdı Charles he fıı ȷaŋgurduuȷımaɓɓe?
2. Ko fıı kulle hoɗum qo lamdı Charles!
3. Ko hoɗum Charles wıyı mo he ɗum?
4. Ko hoɗum wonı he ɓerende Ŋgay, tuma qomo lamda Charles he fıı ȷaŋgurduuȷımaɓɓe?
5. Ko fıı hombo waɗı, qo lamdı Charles he fıı ɗum?
6. Ko hoɗum ɓıɗɗo Ŋgay yıɗı ȷaŋgude to leydı Charlesqen.
7. Ɓıɗɗo Ŋgay gaynı ȷaŋgırdumaɓɓe na maa qo gaynaanı ɗum?
8. Ko hoɗum Charles wıyı Ŋgay koo waɗtaa folo?
9. Letar qo qarı na?
10. Ɓıɗɗo Ŋgay heɓı dula ton na, maa qo heɓaanı?
11. Hombo yıɗı vısa, ko Ŋgay na, maa ko ɓıɗɗomum?
12. Hombo qo lamdı, yo qon wallu mo he fıı ɗum?
13. Ɓıɗɗo Ŋgay ȷogı paspor qe kaytol dokotor na, maa qo ȷogaakı?
14. Hoɗum Charles haalanı Ŋgay he ɓıɗɗomakko?
15. Qa meeɗı yaade ȷaŋgırduuȷı Qamerıka na?

UNIT 39

39.0 Dıalog: News of Frıends and Famıly.

	-Qamadu-	
Hey Ŋgay, no mbaɗɗaa?		('Oh there you are Ngay. How are you?') Here ıs my Ngay, how are you doıng?
	-Ŋgay-	
Jam tan ↑ Korı tana qala qe ma?		[I'm] fıne, hope nothıng ıs wrong wıth you?
	-Qamadu-	
Jam tan ↑ Mbıımı, honto ŋgonɗaa lebbı ɗı fow.		Just fıne ('where have you been hıdıng all these past months') say where have you been hıdıng yourself all these past months.
	-Ŋgay-	
Hombo, mın? Hay dula, mıɗo to qameŋ.		Who me? No where. I (was) at our place.
	-Qamadu-	
Ko waɗı qa qaraanı to qameŋ.		Why dıdn't you come to our place [to see me].
	-Ŋgay-	
Qalla no qandı, mı yıɗııno qarde to mon, kono lıgge ŋge no hewı qe ȷuŋgoqam.		God knows I wanted to come to your place, but I had lots of work on hand.
	-Qamadu-	
Honno debbomaa? Maa ɓıŋgelmakko mawnı ȷoonı?		How ıs your wıfe?, I ımagıne her chıld ıs growıng up now.
	-Ŋgay-	
Haytus heɓaanı mo, kaŋko qe ɓıŋgelmakko. Ñande qo ñande qo lamday kam he fıımaa.		Nothıng ıs wrong wıth her, her or her chıld. She asks me about your affaırs every day.
	-Qamadu-	
Cukaayel ŋgel fuɗɗı haalde na?		Has the chıld started to talk yet?
	-Ŋgay-	
Qeeyı ↑ kono, wonaa nıı ɓıŋgelmaa haalata.		Yes, but not lıke the way your chıld talks.
	-Qamadu-	
Honno bıɗɗo-gorko? Qa nabı mo qekol ȷoonı na?		How ıs your son? Have you taken hım to school now?

	-Ŋgay-	
Qeeyi ↑ Qo fuɗɗi qekol he lewru koorka maayɗo.		Yes, he started school during the past ['dead'] Ramadan month.
	-Qamadu-	
Duubi jelu qo heɓi jooni?		How old is he now? ('How many years has he [got] now?')
	-Ŋgay-	
Hikka wonây duubi jeegommakko.		This year is his sixth year.
	-Qamadu-	
Mbiimi, qenen ɗiɗo, hombo woni mawɗo?		I say, [of the] two of us who is the elder?
	-Ŋgay-	
Ko min, paski, hikka, mi heɓay duubi cappande tati. Mi sikaa qan,qa heɓi ɗum tawo?		It's me, because, this year, I will be thirty. I don't think you're that old yet?
	-Qamadu-	
Qa haali gooŋga, hikka min mi heɓay duubi nogas qe jeetati.		You're right. As for me, this year I will be twenty eight years old.
	-Ŋgay-	
fulaŋ		companion
Nden qan qe miñirawo debboqam,ko qonon woni fulaŋ.		Then you and my younger sister could be companions.
	-Qamadu-	
Qeeyi ↑ Mbiimi, honno maamirawo-gorkomaa? Duubi jelu qo heɓi jooni?		I think so. Say, how is your grandfather. How old is he now?
	-Ŋgay-	
Mi qanɗaa ko duubi jelu qo heɓi.		I don't know how old he is.
	-Qamadu-	
Hoto qo woni jooni?		Where is he now?
	-Ŋgay-	
Qomo ɗo, kono qo yahi to debbomum.		He is here, but he went to [be with] his wife.
	-Qamadu-	
Ko han na, maa ko haŋki qo yahi?		Was it today or yesterday he went?

-Ŋgay-	
Ko haŋki. Mbiimi, fad mi yaha galle. Qawa, ñallen jam.	Yesterday. Say wait, I'm going home. OK., good afternoon.
-Qamadu-	
Qawa, baasi qalaa, qa jaaraama.	OK., no trouble, thank you.

39.1 Variation Drills on Basic Sentences

a) Simple Substitution Drill

Cue	Pattern
	Duubi jelu qo heɓi jooni?
lebbi	Lebbi jelu qo heɓi jooni?
jonte	Jonte jelu qo heɓi jooni?
balɗe	Balɗe jelu qo heɓi jooni?
waktuuji	Waktuuji qo heɓi jooni?
Jemmaaji	Jemmaaji jelu qo heɓi jooni?
duubi	Duubi jelu qo heɓi jooni?

b) Progressive Substitution Drill

Cue	Pattern
	Duubi jelu qo heɓi?
lebbi	Lebbi jelu qo heɓi?
qon	Lebbi jelu qon keɓi?
jonte	Jonte jelu qon keɓi?
ɓe	Jonte jelu ɓe keɓi?
balɗe	Balɗe jelu ɓe keɓi?
qa	Balɗe jelu qa heɓi?
waktuuji	Waktuuji jelu qa heɓi?
qoya	Waktuuji jelu qoya heɓi?
jemmaji	Jemmaaji jelu qoya heɓi?
ɓeya	Jemmaaji jelu ɓeya keɓi?
duubi	Duubi jelu ɓeya keɓi?
qo	Duubi jelu qo heɓi?

c) Progressive Substitution Transformation Drill

Pattern 1	Pattern 2
Ko han na,maa ko haŋki?	Ko haŋki, wonaa hande.
Ko haŋki na,maa ko hande?	Ko hande, wonaa haŋki.
Ko jaŋgo na,maa ko faɓɓi-jaŋgo?	Ko faɓɓi-jaŋgo, wonaa jaŋgo.
Ko faɓɓi-jaŋgo na,maa ko jaŋgo?	Ko jaŋgo, wonaa faɓɓi-jaŋgo.
Ko ñalloma na,maa bimbi?	Ko bimbi, wonaa ñalloma.
Ko bimbi na maa,ko ñalloma?	Ko ñalloma, wonaa bimbi.

Ko ñalloma na, maa ko kiikiiɗe?	Ko kiikiiɗe, wonaa ñalloma.
Ko kiikiiɗe na, maa ko ñalloma?	Ko ñalloma, wonaa kiikiiɗe.
Ko jemma na, maa ko kiikiiɗe?	Ko kiikiiɗe, wonaa jemma.
Ko kiikiiɗe na, maa ko jemma?	Ko jemma, wonaa kiikiiɗe.
Ko Demba na, maa ko Samba?	Ko Samba, wonaa Demba.
Ko Samba na, maa ko Yompa?	Ko Yompa, wonaa Samba.
Ko Yompa na, maa ko Yoro?	Ko Yoro, wonaa Yompa.
Ko Yoro na, maa ko Kumba?	Ko Kumba, wonaa Yoro.
Ko qan na, maa ko kaŋko?	Ko kaŋko, wonaa min.
Ko min na, maa ko qon?	Ko min, wonaa qon.
Ko qon na, maa ko ɓe?	Ko meŋ, wonaa ɓe.
Ko ɓe na, maa ko qo?	Ko ɓe, wonaa qo.
Ko han na, maa haŋki?	Ko haŋki, wonaa hande.

d) Simple Substitution Drill

Cue	Pattern
	Mbiimi, qenen ɗiɗo, hombo woni mawɗo?
tato	Mbiimi, qenen tato, hombo woni mawɗo?
nayo	Mbiimi, qenen nayo, hombo woni mawɗo?
jowi	Mbiimi, qenen jowi, hombo woni mawɗo?
jeegom	Mbiimi, qenen jeegom, hombo woni mawɗo?
jeeɗiɗi	Mbiimi, qenen jeeɗiɗi, hombo woni mawɗo?
jeetati	Mbiimi, qenen jeetati, hombo woni mawɗo?
jeenayi	Mbiimi, qenen jeenayi, hombo woni mawɗo?
sappo	Mbiimi, qenen sappo, hombo woni mawɗo?
fow	Mbiimi, qenen fow, hombo woni mawɗo?
piu	Mbiimi, qenen piu, hombo woni mawɗo?
fof	Mbiimi, qenen fof, hombo woni mawɗo?
ɗiɗo	Mbiimi, qenen ɗiɗo, hombo woni mawɗo?

e) Progressive Substitution Drill

Cue	Pattern
	Mbiimi, honto ŋgonnoɗaa lebbi ɗi fow?
yaa	Mbiimi, honto ñjaanoɗaa lebbi ɗe fow?
ɓalɗe ɗe	Mbiimi, honto ñjaanoɗaa balɗe ɗe fow?
won	Mbiimi, honto ŋgonnoɗaa balɗe ɗe fow?
duubi ɗi	Mbiimi, honto ŋgonnoɗaa duubi ɗi fow?
yaa	Mbiimi, honto ñjaanoɗaa duubi ɗi fow?
lebbi ɗi	Mbiimi, honto ñjaanoɗaa lebbi ɗi fow?
won	Mbiimi, honto ŋgonnoɗaa lebbi ɗi fow?
jonte ɗe	Mbiimi, honto ŋgonnoɗaa jonte ɗe fow?
yaa	Mbiimi, honto ñjaanoɗaa jonte ɗe fow?

	Mbıımı, honto ñȷaanoɗaa ȷonte ɗe fow?
waktuuȷı ɗı	Mbıımı, honto ñȷaanoɗaa waktuuȷı ɗı fow?
won	Mbıımı, honto ŋgonnoɗaa waktuuȷı ɗı fow?
hande	Mbıımı, honto ŋgonnoɗaa hande fow?
yaa	Mbıımı, honto ñȷaanoɗaa hande fow?
haŋkı	Mbıımı, honto ñȷaanoɗaa haŋkı fow?
won	Mbıımı, honto ŋgonnoɗaa haŋkı fow?
ȷemma	Mbıımı, honto ŋgonnoɗaa ȷemma fow?
yaa	Mbıımı, honto ñȷaanoɗaa ȷemma fow?
lebbı ɗı	Mbıımı, honto ñȷaanoɗaa lebbı ɗı fow?

39.2 Story: Read and Dıscuss

New word: woppu throw

NDUNGU (II)

Ñande qo ñande, sı yımɓe ɓe fını, worɓe ɓe ñȷaha to gesemaɓɓe, rewɓe kadı ko non, kono gooto qe maɓɓe heddoto galle defa ñaamrı pur lıggotooɓe won to gese ɗe qe farooȷı ɗı. Folo qo defay kacıtaarı ndı. Sı qawa ɗum gası, qo qokka sukaaɓe ɓe, ɓe naba ɗum to yımɓe to ladde. Sı ɗum qıwı hen, qo fuɗɗa defde bottaarı ndı. Sukaaɓe kadı nabay ñaamrı ndı to gese ɗe. Remooɓe, sı sukaaɓe ñȷottı, ɓe ŋgacca lıggemaɓɓe, ɓe ñaamoya. Sukaaɓe ɓe non fuɗɗa hoccude hudoko ko, ko remooɓe ɓe ndemı, ɓe woppa ɗum to seŋgo ŋgesa mba. Sı yımɓemaɓɓe gası ñaamde, ɓe ɓaŋa kore ɗe, ɓe koota, ɓe taway defɗo bottaarı ndı yahı to faro ŋgo. Sı ɓe yottı ɓe ñaama, ɓe ɓaŋa ɓeqı ɗı qe baalı ɗı, ɓe ŋgaynoya to ladde haa hedde qalansara, ɓe ŋgarta galle kadı. Qo ɓooyataa, lıggotooɓe kadı qartaa. Sı yımɓe fow ŋgartı, ɓe loototo, qawa ɓe ñaama hıırande nde. Qawa sı ɗum parı, kala yıɗde waɗde soklamaa mbaɗaa. Qawa, woɓɓe non ñȷahay saare kııroya to teerıɓemaɓɓe haa waktu waalde fota. Nıı tan yımɓe hewde waɗata to qameŋ, he nduŋgu.

39.8 NARRATIVE

Qamadu qe Ŋgay

Qamadu qe Ŋgay qonñan ɓe kawrı he laawol. Tawı Qamadu wayrı yııde Ŋgay. Non Qamadu lamdı mo, ko hoto qo wonııno he lebbı ɗı fow. Ŋgay wıyı mo, qo yahaanı hay dula. Nden Qamadu lamdı mo, ko waɗı qo yahaanı to maɓɓe gıla qontuma. Ŋgay wıyı, qo yıɗııno yaade ton, kono tawo lıgge no hewı qe ȷuŋgomakko. Non Qamadu lamdı mo, no ɓıŋgelmakko waɗı, qe ɓıɗɗo-gorkomakko, sı tawo qon fuɗɗı yaade qekol, qawa ko duubı ȷelu qon heɓı ȷoonı. Non qo wıyı mo, ɓıɗɗo-gorkomum heɓı duudı ȷeegom, te qo fuɗɗı qekol, qawa kadı ɓıŋgelmakko fuɗɗı haalde. Qawa ɓe yewtı ton haa ɓooyı, nden Ŋgay wıyı Qamadu, kaŋko no yaha galle, non ɓe fow ñȷahı to gallemaɓɓe.

39.9 Questions for Discussion

1. Qamadu qe Ŋgay ko ɓe teeriiɓe na?
2. Ko waɗi Ŋgay wayri to galle Qamaduqen?
3. Ŋgay yahiino dula na?
4. Ko debbo hombo heɓi ɓiŋgel?
5. Cukayel debbo-Ŋgay waawi haalde na?
6. Ko duubi jelu ɓiɗɗo-gorko Ŋgay heɓi?
7. Qo fuɗɗi yaade qekol na?
8. Ko tuma qo fuɗɗi yaade qekol?
9. Qamadu qe Ŋgay, hombo woni mawɗo ɓe ɗiɗi?
10. Ko hombo qe Qamadu woni fulaŋ?
11. Hoto miñirawo Ŋgay woni?
12. Qaɗa jogi ɓiɗɗo-gorko na?
13. Ko ɓiɓɓe jelu keɓɗaa?
14. Qaɗa resi debbo?
15. Ɓiɗɗo-gorkomaa, ko duubi jelu qo heɓi?

UNIT 40

40.0 Dıalog: Rentıng a House

-Charles-	
luwas	rent (a house, apartment, room)
Jam ñallı. Qaɗa ȷogı suudu pur luwas na?	Good afternoon. Have you got a house for rent?
-Hamadı-	
Qeeyı, mıɗo ȷogı cuudı hewde. Ko ȷelu ñȷıɗɗaa?	Yes. I have many houses. How many do you want?
-Charles-	
Ko gooto tan ñȷıɗmı, kono ɗum fota heɓde, dula to mı waaltaa, qe deferdu, qe to lootataamı.	I only want one, but ıt should have a place where I can sleep, with a kıtchen, and bath.
-Hamadı-	
Hedde hoto ñȷıɗɗaa ɗum.	[On] whıch sıde [of town] would you lıke ıt?
-Charles-	
Sı tawo qa heɓı gooto to takko Qambasadqameŋ, ɗum moɗɗyay.	If you have one near our embassy, that would be good.
-Hamadı-	
Mı heɓı ton gooto, kono ɗum ɓaŋaama.	I had one there, but ıt has been taken.
-Charles-	
Qawa ↑ ȷoonı ɗabbanam ko moɗɗyı tan.	OK., now fınd me a good one.
-Hamadı-	
Mıɗo ȷogı gooto to hedde laawol kampama qo. Mı sıkkı qa yıɗay ɗum saa yıyı ɗum.	I have one near the hospıtal street I thınk you wıll lıke ıt when you see ıt.
-Charles-	
Mıɗo yıɗı hedde kampama. Ton heɓı laawol moɗɗyo na, pur motoqam?	I lıke near the hospıtal. Is there a good road there for my car?
-Hamadı-	
Qeeyı ↑ qon laawol ɓurı moɗɗyude laabı ɗı fow. Kadı garas moɗɗyo no ton.	Yes, that road ıs the best of all our roads. Also there ıs a good garage.

	-Charles-	
Haalaa huŋɗi. Qon ndaaway yaade ton na?		The talk is over. Can we go there now?
	-Hamadi-	
Qeeyi ! aagomaa tan. Saa waawi, qen ñjaha joomi.		Yes, just as you please. If you can, we can go now.

- - - - - - - - - - - -

	-Charles-	
Mido yiɗi ndu. Joomi non, haalanam fii ñjoɓɗi ndi.		I like it. Now then, tell me about the (payment) [rent].
	-Hamadi-	
Si ko goɗɗo, qon yoɓay kam buuɗi sappo qe jowi. Kono qan, mi qokkay ma ɗun pur sappo tan, lewru qo lewru.		If it were some one else, he would pay me sixty shillings. But for you, I'll give it to you for 40 shillings per month.
	-Charles-	
Qawa ! ɗun moɗɗyi. Mi ƴeɓat ɗun.		OK., that's good. I'll take it.
	-Hamadi-	
Qawa ! tuma ñjiɗɗaa qarde ɗo? Si tawo ko Qalyuma qó, ɗun moɗɗyi he qan.		OK., when do you wish to come here? If it is this Friday, that's good for me.
	-Charles-	
Mido yiɗi qarde Juma qó, si Qalla jaɓi.		I wish to come this Friday, if God wills.
	-Qamadi-	
fitt		clean, sweep
Qawa ! baasi qala. Ɗo qe tuma ngarataa, mi haalanat debbam yoo fitta ɗun. Qo moɗɗyina ɗun, ko fewi.		OK. no trouble. Between now and the time you come, I will tell my wife to sweep the place. She'll fix it up very well.
	-Charles-	
Qawa ! qa jaaraama.		OK., thank you.
	-Hamadi-	
Qawa haa Qalyuma,nanu. Ñallen jam.		OK., till Friday. Good afternoon.
	-Charles-	
Qaamiin.		Amen.

40.2 [illegible]

a) Directed Conversation Exercise [Student takes part of Charles]

Narrative.

[illegible]

Dialogue

Charles: [illegible]
Saeka: [illegible]

Charles: [illegible]
Saeka: [illegible]

Charles: [illegible]
Saeka: [illegible]

Charles: [illegible]
Saeka: [illegible]

Charles: [illegible]
Saeka: [illegible]

Charles: [illegible]

40.3 [illegible]

[illegible]	
[illegible]	grass
[illegible]	[illegible] grass
[illegible]	across, behind, beyond
[illegible]	court
[illegible]	across over (body of water)
[illegible]	take across " " "
[illegible]	lower, put down (especially into water)

[illegible]

[illegible]

ɓiɗɗo-debbo gooto. Non ɓe fow ñjaadı to saare Hamadı. Qawa tuma ɓe ñjottı. Hamadı lamdı ɓe, koɓe ñjıɗı. Ɓe mbıyı mo, ɓeɗo ñjıɗı debbo. Non Hamadı kadı wıyı ɓe 'mın kadı, ko goɗɗum tan ñjıɗmı qon mbaɗan kam, qawa soon mbaɗı ɗum, kala he mon, mı qokkay mo debbo. Ɓe kadı jaɓı qe haalaa Hamadı. Non Hamadı noddı ɓe, qo qokkı ɓe saaku fındı, qo wıyı ɓe,' sı qon lumbını ɗum gaɗa maayo, qawa waɗı hay gootel qıwaanı hen, ko mbııɗon kam, mın kadı mı qokkete kala he mon ɗum. Tawı lamɗo qo lımı ko won to saaku qo fow. Non qo wıyı ɓe, 'qawa ñjehen, qenen mayo, haa to maayo ŋgo, qon lumbına ɗum he yeesoqam. Non ɓe ɓaŋı saaku fındı qo, ɓe ñjaadı haa to maayo ŋgo. Tuma ɓe ñjottı ton. Hamadı darı, qawa kanɓe tato naatı he laana ka, ɓe ñjahı. Qawa, tuma ɓe ñjahı haa to hakkunde maayo ŋgo, belɗo noppı wıyı kaŋko nanı hunde yanı he ndıyam, qawa non belɗo gıte laarı nder maayo ŋgo, kaŋko wıyı ɓe ko fındel gootel yanı, qawa juutɗo ɓe fow yuŋgo, jolnı juŋgomakko he ndıyam ɗam, hoccı fındel gootel ŋgel, qawa waɗı ɗum to nder saaku qo kadı. Qawa tuma ɓe ŋgarı, Hamadı lımı kadı ko wonı fof he saaku qo, kono qo tawı ton fow ko wonno ton. Non hamadı wıyı ɓe 'joonı koon mbııɗon kam, mın kadı mı waɗay ɗum.' Non Hamadı noddı ɓiɗɗo-debbomakko, qawa tuma qon qarı, Hamadı ɓaŋı juŋgomakko, qo fıyı ɓiɗɗo-debbomakko he yeeso, non qon kadı wonı tato. Qo wıyı ɓe, 'kala qe mon ɓaŋ gooto, ñjahon laawolmum'. Qawa, ɓe mayo, hombo wonı baawɗo, maa gorko tıgı. Mın de, mı qandaa, haalanam, sı tawo qam, qaɗa qandı.

40.6 NARRATIVE

Waɗı ñande gooto, Charles yahı to galle Hamadı. Tuma qo yottı ton, qo lamdı Hamadı sı qon badı [illegible] pur lawne. Tawı Hamadı no yogı ɓe [illegible]. Non Hamadı lamdı mo, koto baddo koto qo yıɗı ɗum he saare nde. Charles wıyı mo sı tawo qomo yogı gooto to baddo [illegible]. Hamadı wıyı mo, qon ɓegaama komo qomo yogı gooto to baddo laawol [illegible] qo. Charles wıyı mo, qomo yıɗı. Nden Charles lamdı mo sı ton badı laawol [illegible] pur [illegible]. Hamadı wıyı ton no yogı laawol [illegible]. Non ɓe ñjaadı haa ton, qawa tuma Charles laarı ɗum qo lamdı Hamadı [illegible]. Qawa qon kadı haalı mo [illegible] nde. Non Charles yodı mo, qawa tuma ɓe yarı, Charles hootı, Hamadı kadı ruttı to gallemakko.

40.9 Questıons for Dıscussıon

1. Hombo yıɗı suudu pur luwas?
2. Hombo wonı ȷom galle qo?
3. Hedde hoto Charles yıɗı suudu ndu qo ɗabbatano?
4. Hamadı wıyı qo heɓı gooto to laawol kampama qo. Ko qon Charles ɓaŋı na, maa wonaa qon?
5. Qon suudu, he takkomakko garas no ton na, pur moto Charles?
6. Laawol moɗɗyo no ton na?
7. Qaɗa ȷogı moto?
8. Ko ȷelu wonı ñȷoɓdı suudu ndu, Charles ɓaŋı?
9. Charles ȷaɓııno he ɗum na?
10. Qa meeɗı waɗɗe luwas?
11. Hombo wonı ȷatıgımaaɗa?
12. Ko tuma Charles, qon ñande qo qarata to suudu ndu?
13. Ko lewru qo lewru qo yoɓata Hamadı na maa ko ȷontere qo ȷontere?

GLOSSARY

Conventions Employed in the Glossary

The order of alphabetization is

B, MB, Ɓ, C, D, ND, Ɗ, ƊY, F, G, ŊG, H, J,
ÑJ, K, L, M, N, Ñ, Ŋ, P, Q, R, S, T, W, Y

Each word is alphabetized under a root according to the following conventions:

1. Verb roots are listed with the letter V following the root. Verb bases (root plus extension) are listed with VB after them.
2. Other roots (Adjective roots, Pronouns, Adverbs, Prepositions, Conjunctions, Particles, Exclamations) are listed without special designation or with a grammatical designation in parentheses.e.g.

muk	not at all (emphatic negative particle)

3. If a word belongs to the [ø] noun class in the singular, it is probably of foreign origin and the singular form is assumed to function as the root. e.g.

pañe [ø] (pañeeji)	basket

from the French panier, listed under pañe as the 'root'.

All proper names belong to the [ø] class and are of male human beings unless marked otherwise.

4. If the word belongs to a noun class with suffix in the singular, the stem is determined by removing the class suffixes from both singular and plural (if any) and comparing the resultant stem(s) with the roots of other words in the available corpus.

a. If no other root occurs in our corpus which is related to this resultant form by meaning and form (identity or relation by application of rules of consonant alternation), this stem is arbitrarily accepted as the root. e.g.

beccal [ggal](becce)	rib, chop

where removal of the suffix /-al/ from the singular and /-e/ from the plural leaves becc as the stem. Since there is no related verb or other word with a root *wecc and no evidence in our corpus to support a root *bec or *wec, the stem, becc, is accepted as the root of this word.

b. If there is a root identical or related in form and meaning to the stem, the word is assigned to such root. e.g.

[illegible]	rain

is identical in stem with the verb [illegible] 'rain', while

[illegible]	payment

is related by initial consonant alternation to fey 'pay'.

c. In some cases the stem or root is not very clear and the decision is more or less arbitrary. For example

jaaŋgo[ŋgo]	(jaali)	cold

might seem to have a stem jaa to which /-ŋgo/ in the singular and /-li/ in the plural have been suffixed. However, the verb root jaaŋg would then be a verb derived from a non-verbal root by suffixation of /-ŋg/, a process and a suffix not encountered elsewhere. In this case it seems proper to assume that jaaŋg is the root (from the evidence of the verb) and that the singular and plural suffix forms are respectively /-o/ and /-li/ with the occurrence of the /-li/ variant of the [ɗi] class suffix perhaps conditioned by the existence of the nasal element on the end of the root,and a process of assimilation of nasal to , say, the /-ji/ form of the [ɗi] class suffix. Actually there is a fairly large number of similar cases with a nasal in the singular and plurals in /-li/ or /-le/.

diraŋgo[ŋgo]	(direali)	thunder
fenande[nde]	(penaale)	falsehood
feddandu[ndu]	(peddaali)	fingernail
hendu[ndu]	(keeli)	wind
hunde[nde]	(kulle)	matter, affair
weendu[ndu]	(beeli)	lake
woyndu[ndu]	(boyli)	well

By analogy with jaaŋg, one might assume that the root in each of these cases contained the nasal or nasal compound, and that this element was somehow responsible for the occurrence of the /l/-initial form of the plural suffix. However, there are several cases in the above list where the root is demonstrably lacking the nasal. For example fenande is clearly from the verb fen 'lie, speak falsely' and diraŋgo from a verb dir 'crash, thunder'. Similarly there are plurals in /-li/ or /-le/ where no nasal is present in the singular.

teew[ggu]	(tebbuli)	meat
gawdu[ndu]	(gawli)	seed

etc. Where related verb or other roots exist in the available corpus there is a basis for decision, otherwise it is arbitrary. Obviously, a thorough,comprehensive (and historical) survey of Fula resulting in a comprehensive dictionary of the language would solve many of these problems. In these materials we have opted to assume the shortest possible root (that is, to omit the nasal element from the 'root' wherever possible). However, occasionally other evidence (such as the doubling of a consonant in the plural) has led us to posit a (nasal) consonant-final root, e.g. hunde[nde] (kulle), where the root hun is posited because of the /-ll/ of the plural, attributable to the assimilation of a root-final consonant with the initial consonant of the plural suffix.

- B -

Root	Derived Forms	Gloss	Unit in which Introduced
baa			
	mbaggu [ŋgu] (baaɗı)	drum	31
baab			
	baaba/baabırawo [qo] (baabıraaɓe)	father	1
	baaba tokosel	father's younger brother	19
baal			
	mbaalu [ŋgu] (baalı)	sheep	13
baası		trouble, something wrong	7
babb			
	mbabba [mba] (babbı)	donkey	13
baggı [ø] (baggııjı)		cloth	22
balan [ø] (balanjı)		xylophone	31
balɗe (see waal)			
bam			
	bamule [nde] (bame)	.cemetery, graveyard	25
band			
	banda/bandırawo [qo] (bandıraaɓe)	cousin	6
Banna		P.N.	22
Bantanto		P.N. (town)	13
bantara [ø] (bantaraajı)		cassava	14
barakın V		bless	3
becc			
	beccal [ŋgal] (becce)	rib, chop	16
bee / beq			
	mbeewa [mba] (beqı/beı)	goat	13
bımbı [ø] (bımbııjı)		morning	8
bıro [ø] (bıroojı)		office	10
bıskılet [ø] (bıskıletjı)		bicycle	16
boom			
	mboomrı [ndı] (boomı)	girl	12
bon V		be bad, wicked	22
	bonɗo [qo] (bonɓe)	bad person	22
boobo [ø] (boobooɓe)		baby, infant	28
[illegible]		P.N.	1
bool [ø]/			
	boolbaal [ŋgal] ([illegible])	bowl	14
[illegible] (see [illegible])			
[illegible] (see [illegible])			
[illegible]		much, many, plenty	13

bulu [0] (buluuji)	bluing for laundry	21
buse [0] (buseeɓe)	butcher	16
buq ~ buf		
bufal/buqal [ŋgal] (buwe)	thigh	33
buuɗ		
mbuuɗu [ndu] (buuɗi)	five-shilling piece (Gambia), four-franc piece	14

- MB -

mba	(Class Pronoun)	5
mbaalu (see baal)		
mbabba (see babb)		
mbaggu (see baa)		
mbaldi (see waal)		
mbaroodi (see war)		
mbeewa (see bee)		
mbiru [0] (mbiruuji)	wrestler	30
mbo / hombo	which?	25
mboɗɗi (see woɗ)		
mbomri (see bom)		
mbuuɗu (see buuɗ)		

- Ɓ -

ɓaaw		
ɓaawo [ŋgo] (ɓaawe)	back, rear, before	7
ɓal		
ɓale	black (adjective root)	8
ɓaleɗum [ɗum] ( )	black [the color], black thing	19
ɓaleejo [jo] (ɓaleeɓe)	black person	16
ɓawl V	be black, get black	8
ɓawlugol [ŋgol] ( )	blackness	19
ɓa[illegible] kirim	black as black can be	16
ɓam (see ɓaŋ)		
ɓand		
ɓandu [ndu] (ɓalli)	body	7
ɓaŋ / ɓam V	take, appropriate	16
ɓamgol [ŋgol] ( )	taking	19
ɓawla (see ɓal)		
ɓe	they, them	1
	(Class Pronoun)	5
ɓeɗo	"they are coming"	4
ɓeyngu [ngu] (no singular)	family [self, spouse and descendants] (collective)	2
ɓeyɓe	those people (Class Demonstrative)	5

ɓend	V	be rıpe, cooked, done	19
ɓeŋgu	(see ɓe)		
ɓer			
ɓerende/ ɓernde [nde] (ɓerɗe)		heart	16
ɓet	V	measure	15
no ɓete		very much ['how be measured']	15
ɓıı			
ɓıɗɗo [qo] (ɓıɓɓe)		offsprıng, chıld	2
ɓıŋgel [ŋgel] (ɓıkon)		lıttle chıld	17
ɓır	V	mılk [cow, etc.]	25
ɓıraɗam [ɗam] ( )		fresh mılk	23
ɓırdugal [ŋgal] (ɓırduɗe)		mılkıng calabash	19
ɓog			
ɓoggol [ŋgol] (ɓoggı)		rope	19
ɓorn	V	dress, put on, wear	17
ɓooy	V	last long, be ancıent	15
ɓur	V	surpass, exceed, be greater than, ımprove	4
ɓuuɓ	V	be cool, be cold	15

- C -

cappanɗe	(see sappo)		
ceen [ø] (ceenaajı)		chaın	32
ceerno	(see seern)		
Ceerno		P.N.	
coggu	(see sood)		
cuballe [ø] (cuballooɓe)		fısherman, member of a fıshıng clan	19

- D -

daa			
daande [nde] (daaɗe)		neck	7
daande juŋgo (daaɗe juŋgo)		wrıst	33
damm			
dammugal [ŋgal] (dammuɗe)		door, doorway	15
dannaa [ø] (dannaaɓe)		hunter	27
dar	V	stand, stop, remaın standıng	21
darap [ø] (darapaajı)		bed sheet	32
do		(Partıcle used wıth emphatıc pronouns = 'as for')	17
def	V	cook	10
defırde [nde] (defırɗe)		kıtchen	23
defgol [ŋgol] ( )		cookıng	22
defoowo [qo] (defooɓe)		cook	10

deft		
deftere [nde] (defte)	book	5
Demba	P.N.	1
demowo (see rem)		
dewel (see rew)		
dewgal (see rew)		
Dimas	Sunday	12
dinii	here [it is]	18
diŋgira [ø] (diŋgiraaji)	location, place	37
dir V	crash, thunder	15
diraŋgo [ŋgo] (diraali)	thunder, crash	15
diril [ø] (dirilaaji)	drill [cloth]	32
dispensar [ø] (dispensaaɓe)	medic, male nurse	30
dispenser [ø] (dispenseraaji)	dispensary	33
dof		
doft VB	accompany, go with	33
dog V	run, race	25
doj V	cough	28
dojere [nde] (doje)	cough	28
dokotor [ø] (dokotorooɓe)	doctor, physician	7
domoda [ø] (domodaaji)	peanut soup, peanut sauce	22
doŋg		
doŋgal [ŋgal] (doŋgle)	load, burden	30
dool		
doole [ɗe] (no singular)	force, power, energy	15
dow	up, upon, on top of	14
ɗula [ø] (ɗulaaji)	place, space, opening	18
ɗule (see ɗul)		
ɗur V	graze cattle	25
ɗuw		
nduŋgu [ŋgu] (duuɓi)	rainy season, year of age	34
ɗuwan VB	pray [intercede] for	35

- ND -

nde	(Class Pronoun)	5
ndeen	then, when	13
ndeer	inside, within, in	11
ndi	(Class Pronoun)	13
ndiy		
ndiyam [ɗam] ( )	water	7
ndu	(Class Pronoun)	8
nduŋgu (see ɗuw)		

- Ɗ -

ɗaan	V	sleep	9
ɗaanin	VB	put to sleep	17
ɗaantor	VB	be sleepy	23
ɗabb	V	look for, search for, find	11
ɗabbal [ŋgal] ( )		process of searching	19
ɗabbere [nde] (ɗabbe)		finding	19
ɗabbiɗo [qo] (ɗabbiɓe)		searcher	19
ɗabbotaaɗum [ɗum] ( )		ambition, aim, object of search	19
ɗabbugol [ŋgol] ( )		seeking, research, exploration	19
ɗam		(Class Pronoun)	7
ɗe		(Class Pronoun)	5
ɗem			
denŋgal [ŋgal] (ɗemɗe)		tongue	33
ɗi		(Class Pronoun)	5
ɗiɗi		two (plural of ɗi [?])	14
ɗo / ɗon		here	5
ɗo qe		between ['here and...']	17
ɗomɗ	V	be thirsty	17
ɗum		(Class Pronoun), thing, it, that	4

- ƊY -

ɗyeŋ	V	climb, ride, mount	16
ɗyoɗy	V	be cunning, wise	15
ɗyoog	V	fetch/draw water	18

- F -

faal	V	desire, want	11
peelal [ŋgal] ( )		wish, desire	19
faɓɓ			
faɓɓi jaŋgo		day after tomorrow	11
faɓɓiti jaŋgo		third day hence	24
fad	V	wait, await	8
faam	V	understand, comprehend	13
famɗ	V	be small	15
[illegible]		very small, very much	20
[illegible] [ɗi] ([illegible])		outlines, [illegible]	20
far			
[illegible] ([illegible])		rice paddy, rice field	18
[illegible] [ɗi] ([illegible])		narrow strips of woven cloth	33
[illegible]		F.N. (woman)	

faw	V	be sick	9
faw	V	put, place	18
fayan			
fayande [nde] (payanne)		clay pot	32
fecc			
feccere [nde] (pecce)		portion, part, share, fraction, half	16
fedd			
feddandu [ndu] (peddaali)		fingernail	8
fee			
feere [nde] (feereeje)		plan	27
fegg			
feggere [nde] (pegge)		ring [esp. toe ring]	32
femb	V	shave	17
fen	V	lie, tell an untruth	22
fenande [nde] (penaale)		falsehood, untruth	22
fereŋ		completely, at all [with negatives]	18
fetel [ø] (feteleeji)		gun	34
few	V	be in good condition	13
ko fewi		well, properly	18
fewn	VB	fix, repair, arrange	13
fidy	V	play	
fidyirde [nde] (pidyirde)		playing field	25
fidygol [ngol] ( )		play, entertainment	31
fii		matter, affair	10
be fii		about, concerning	10
fii	V	strike, hit, beat	3
fiite [ø] (fiitoobe)		mechanic, fitter	27
fum	V	smoke	24
fun	V	wake up, get up, arise from sleep	25
fund			
fundo [di] (no singular)		grain	40
fundel [ngel] ( )		single little grain	40
fuss	V	clean, sweep	40
fof / fow		all, all together	13
fof	V	breathe, blow	5
fofo	VB	take a breath, relax	5
folley [ø] (polleeji)		rubber, tube [esp. inner tube]	[illegible]
foll			
folleere [nde] ( )		animal	[illegible]
folo		first, firstly	[illegible]
fon	V	be equal to, be up to, have to, should	[illegible]

fow (see fof)		
fow		
fowru [ndu] (pobbi)	hyena	53
fuden [ø] (fudenaaji)	[illegible]	30
fudd V	start, begin	12
pudal [ngal] ( )	beginning	30
fui		
puudo [ngo] (fuube)	foolish person	22
ful		
(haalaa) pular	Fula (language)	61
pullo [ngo] fulbe	Fula (person)	53
fuleq [ø] fuleqaaji)	companion	30
fus V	be broken, break	25
futuro [ø] ( )	evening, sunset, evening prayer time	24

- G -

ga / gay	here	2
gaa/ gaq		
ngaari [ndu] (gaqi / gaa)	bull	53
gaañ V	be hurt, wounded	9
gab		
ngabbu [ngu] (gabbu)	hippopotamus	34
gada	behind, across, after(time)	13
galle [ø] (galleeji)	compound, home	2
garaa [ø] (garaaji)	garage	27
garajiya [ø] (garajiooji)	leather worker	30
gas / gay V	be over, come to an end	12
gasa / gayo VB	finish, get ready, be ready	11
gaw / gaw	dog	24
gaq (see gaa)		
gaari (see gaa)		
gay (see ga)		
gayn (see gas)		
gaynaade (see gasa)		
gaawo [ɗo] (to [illegible])	cotton thread (many)	24
gaw		
ngaawka [nka] (gawooli)	[illegible]	34
gawaanda [ø] (gawaandaaji)	hair-dressing process	34
gawan [ø] (gawanaaji)	[illegible]	46
garta (see gortaade)		

gerto		
gertogal [ŋgal] (gertooɗe)	chıcken	12
ges		
ŋgesa [mba](gese)	farm, fıeld	3
gıla	sınce	8
goblet [Ø] (gobletaaȷı)	drınkıng glass, goblet	32
godd		
goddol [ŋgol] (goddı)	throat	33
goɗɗo (see woɗ)		
goll V	work, hold a ȷob	23
golle [Ø] (golleeȷı)	work	30
gooŋg		
gooŋga [ka] (gooŋgaaȷı)	truth, realıty	13
goot / goq		
gooto	one [person, etc.]	7
gootol [ŋgol]	one [of [ŋgol] class]	14
gootum [ɗum]	one thıng [of [ɗum] class]	15
goqo	one [number]	5
gor		
goro [ŋgo] (gorooȷı)	kola nut	20
gore[Ø] / goreeȷo [qo] (goreeɓe)	companıon of same age group	11
gorgol [Ø] (gorgolooɓe)	aunt [paternal]	6
gorko (see wor)		
goq (see goot)		
gosı [Ø] ( )	porrıdge	21
guȷȷo (see wuȷ)		
gur		
ŋguru [ŋgu] (gurı)	hıde, skın	16

- ŊG -

ŋgaarı (see gaa)		
ŋgabbu (see gabb)		
ŋgal	(Class Pronoun)	7
ŋge	(Class Pronoun)	7
ŋgelooba (see gelo)		
ŋgesa (see ges)		
ŋgo	(Class Pronoun)	7
ŋgol	(Class Pronoun)	9
ŋgu	(Class Pronoun)	5
ŋguru (see gur)		

fow (see fof)		
fow		
fowru [ndu] (pobbi)	hyena	13
fudan [Ø] (fudanaaji)	henna	32
fuɗɗ V	start, begin	15
puɗal[ŋgal] ( )	beginning	19
fui		
puiɗo [qo] (fuiɓe)	foolish person	22
ful		
(haalaa) pular	Fula (language)	R3
pullo [qo] fulɓe	Fula (person)	12
fulaŋ [Ø] fulaŋaaji)	companion	39
fus V	be broken, break	25
futuro [Ø] ( )	evening, sunset, evening prayer time	26

- G -

ga / gay	here	5
gaa/ gaq		
ŋgaari [ndi] (gaqi / gai)	bull	13
gaañ V	be hurt, wounded	9
gab		
ŋgabbu [ŋgu] (gabbi)	hippopotamus	34
gaɗa	behind, across, after[time]	40
galle [Ø] (galleeji)	compound, home	5
garas [Ø] (garasiiji)	garage	27
garaŋke [Ø] (garaŋkooɓe)	leather worker	30
gas / gay V	be over, come to an end	15
gasn / gayn VB	finish, get ready, be ready	11
gas / qas	dig	36
gaq (see gaa)		
gawri (see qaw)		
gay (see ga)		
gayn (see gas)		
gaynaako (see qayn)		
geese [ɗe] (no singular)	cotton thread [warp]	32
gelo		
ŋgelooba [mba] (geloodi)	camel	34
genewala [Ø] (genewalaaji)	two-shilling piece	14
genso [Ø] (gensooji)	undershirt	29
gerte (see qertere)		

- H -

haa	until, up to, as far as	7
haa		
hayre [nde] (kaaje)	stone	16
haaju [Ø] (haajuuji)	need, requirement, matter	28
haal V	talk, tell, speak	3
haalaa [ka] (haalaaji)	speech, language, talking, argument	11
haalan VB	tell to	3
haɓɓ V	tie	18
kaɓɓirgal [ŋgal] ( )	stake, rope, chain, etc. [implement for tying]	19
hakke [Ø] ( )	offense, sin, wrong	18
hakkil [Ø] (hakkileeji)	intelligence, mind, attention	17
hakku		
hakkunde [nde] (bakkundeeji)	middle	18
(to)hakkunde	between	18
Hamadi	P.N.	
han	today (contraction of hande)	22
hande	today	9
hantin / hanti	then, now then	37
haŋg V	be possessed, be insane	22
kaŋgaaɗo [qo] (haŋgaaɓe)	mad person	22
haŋki	yesterday	7
hawj V	be in a hurry	37
hawr V	meet with, assemble	21
hay	at all (with negative)	6
hayhunde	not anything, nothing	24
haytus	nothing at all	8
hayre (see haa)		
he	in, on, from	9
heɓ V	have, obtain, happen	3
hecc		
hecciharjki	day before yesterday	8
hedd V	remain	20
hedde	near, beside	18
heɗ V	be attentive, pay attention	25
heɗo	wait!, stay! pay attention!	25
hee		
hendu [ndu](keeli)	wind, breeze	15
heeg V	be hungry	17
heege	hunger	18

hel	V	break	9
hen		in, within	19
hew	V	be full, be sufficient	7
hewde		many	7
hewt	V	meet [at a place]	10
hiir	V	spend the evening	4
hiirande [nde] (kiiraaɗe)		dinner	14
hirnaŋge [ŋge] ( )		west	26
hiit	V	condemn, punish, hold court	35
kiitowo [qo] (hiitooɓe)		judge, tribunal, court,[pl. jury, panel of judges]	35
hikka		this year	31
hin			
hinere [nde] (kine)		nose	8
hirnaŋge	(see hiir)		
hirs	V	slaughter, cut the throat	25
hirsirde [nde] (kirsirɗe)		slaughter house	25
his	V	escape, be safe	34
kisal [ŋgal] (kise)		salvation, safety	34
hita			
hitande [nde] (kitaale)		year	19
hocc	V	pick up	19
hoɗ			
koɗɗo [qo] (hoɓɓe)		stranger, guest	12
hoɗum	(see hon)		
hof			
hofru [ndu] (koppi)		knee	16
holl	V	show	8
hombo	(see hon) (see also mbo)		
hon		what? , which?	3
honɗum / hoɗum		what thing?	3
hombo[qo] (hoɓe)		who?, what person?	9
honno (see also no)		how?, what way?	3
honto / hoto		where? what place?	9
hoo/ hoq			
hoore [nde] (koqe)		head, self	7
hoondu [ndu] (kooli)		finger, toe	33
hoondu wordu (kooli gori)		thumb, large toe	33
hool	V	trust, have confidence in	15
hoor	V	fast	31
lewru koorka		Ramadan	31
hoot	V	go home	14
hoq	(see hoo)		

hor			
	horde [nde] (kore)	calabash	16
	korel [ŋgel] ( )	little calabash	19
hoto (see hon)			
hotolo [Ø] (hotolooji)		cotton	32
huɓ			
	huɓere [nde] (kuɓeeje)	downtown, commercial area	26
huɓɓ V		light, set fire to	18
huɗo			
	huɗoko [ko] (kuɗooji)	grass	34
hul V		fear	19
	kulol [ŋgol] ( )	cowardice	19
hun			
	hunde [nde] (kulle)	thing, matter, affair	3
hunu			
	hunuko [ko] (kunuɗe)	mouth	8
huuɓ V		come to an end, finish, conclude	24

- J -

ja			
	jaŋgo [ŋgo] ( )	tomorrow	2
jaaŋg V		be cold, be chilled, get cold	17
	jaaŋgo [ŋgo] (jaali)	cold, cold weather	17
jaab V		reply	12
jaakil V		get confused	18
jaar V		thank	6
jaatigi [Ø] (jaatigiiɓe)		host	6
Jaawo		P.N.	3
jaawuur		You're welcome.	8
jaɓ V		agree, permit	3
jaɓɓ V		accept, welcome, receive	18
	jaɓɓit VB	see off, say farewell to	18
jakk V		chew	24
Jallo		P.N. (surname)	
jam		peace, well being	1
jamb			
	jambere [nde] (jambe)	ox	29
janan		(adj. root) foreign or strange quality, character or property	29
	janano [qo[(jananɓe)	stranger, foreigner	29

ȷaŋg V	read, study, learn	2
ȷaŋgere [nde] ( )	educatıon, erudıtıon	19
ȷaŋgırɗo [qo] (ȷaŋgırooɓe)	teacher	19
ȷaŋgugol [ŋgol] (ȷaŋgulı)	study, the process of learnıng	19
ȷaŋgurdu/ȷaŋgırdu [ndu] (ȷangırduuȷı)	school, school room	2
ȷaŋgın VB	teach	16
ȷaŋgaro [Ø] (ȷaŋgarooȷı)	dısease	28
ȷarga [Ø] ȷargaaɓe)	vıllage head, mayor	11
ȷawd		
ȷawdı [ndı] (ȷawle)	rıches, goods, wealth	13
ȷay		
ȷayŋgol [ŋgol] (ȷaylı)	fıre	18
ȷee	(ȷowı - qe 'fıve and')	
ȷeeɗıɗı	seven	16
ȷeegom	sıx	16
ȷeenayı	nıne	16
ȷeetatı	eıght	16
ȷelu	how many?, how much?	9
ȷemma [Ø] (ȷemmaaȷı)	nıght	8
ȷeŋg V	be advanced [of tıme], get late	26
Jıbel	P.N. (place)	4
ȷog V	have, possess, have ın hand	13
ȷokk		
ȷokkere [nde] (ȷokke)	ȷoınt	33
ȷoln V	lower, put down [esp. ınto water]	40
ȷom / ȷomırawo [qo] (ȷomıraaɓe)	owner, master	13
ȷombaaȷo (see yomb)		
ȷoo (see ȷoonı)		
ȷooɗ V	sıt	14
ȷooɗırgal [ŋgal] ( )	seat, chaır	19
ȷoonı / ȷoo	now, nowadays, rıght away	2
ȷowı	fıve	9
ȷulla [Ø] (ȷullaaɓe)	merchant	24
Juma	Frıday, Frıday prayers	12
ȷunne [Ø] (ȷunneeȷı)	one thousand	20
ȷuu		
ȷuŋgo[ŋgo] (ȷuuɗe)	hand, arm	7
ȷuul V	pray, worshıp	25
ȷuulɗo [qo] (ȷuulɗooɓe /ȷuulɓe)	Muslım	31
ȷuulırde [nde] (ȷuulırɗe)	mosque, place of worshıp	25
ȷuut V	be tall, long	15

- ÑJ -

ñjahaŋgal (see yaa)		
ñjoɓdi (see yoɓ)		

- K -

ka	(Class Pronouns)	11
kaaley (see kaalis)		
kaalis/ kaaley [ø] ( )	money	9
kaani [ø] ( )	pimento, pepper [sweet]	19
kaba [ø] (kabaaji)	bottle	14
kacitaa		
kacitaari [ndi] (kacitaaɗe)	breakfast	22
kadi	again, more, still, too	5
kafa		
kafahi [ki] (kafaaje)	sword	15
kaki [ø] (kakiiji)	khaki	32
kala	each, every	17
kala qo kala	apiece	17
kam /-am	me	3
kama [ø] (kamaaji)	toilet, latrine	24
kamɓe	they, as for them	8
kamiyon [ø] (kamiyonaaji)	truck	27
kampama [ø] (kampamaaji)	hospital	8
kañja [ø] (kañjaaji)	okra	21
kaŋgaaɗo (see haŋg)		
kaŋkira [ø]/ kaŋkirawal [ŋgal](kaŋkiraaji)	tub, large bucket	15
kaŋko	he/she, as for him/her	8
kapp		
kappere [nde] (kappe)	yam	14
karamokko [ø] (karamokkooɓe)	teacher, instructor	10
kasso [ø] (kassooji)	jail, prison	35
kaw / kawirawo [qo] (kawiraaɓe)	maternal uncle	1
kay	sure, indeed emphatic particle)	35
kayt		
kaytol [ŋgol] ( )	certificate	38
ke		
keɗam [ɗam] ( )	fresh milk	14
ki	(Class Pronoun)	7
kibaar		
kibaaru [ndu] (kibaaruuji)	news	3
kii		
kiikiiɗe [ɗe] (no singular)	evening	6
kilak [ø] (kilakaaɓe)	clerk	30

kiŋkiliba [Ø] ( )	herb tea	5
kirim (see bawli kirim)		
kisal (see his)		
ko	it is, there is, what is? what?	4
ko	(Class Pronoun)	14
Koba	P.N.	
koɗɗo (see hoɗ)		
koko [Ø] (kokooji)	coconut	20
ɓiɗɗo-kokooji	fruit of the coconut	20
kon		
konɗyam [ɗam] ( )	alcohol, palm wine	20
koni	please	20
kono	but	4
kopar [Ø] (koparaaji)	copper, penny	20
kora [Ø] (koraaji)	a musical instrument -local [lute-like, of 32 strings]	31
koorka (see hoor)		
korel (see hor)		
kori /kor	hopefully	1
kos		
kosam [ɗam] ( )	sour milk	14
koy		
koyŋgal [ŋgal] (koyɗe)	leg. foot	4
kufune [Ø] (kufuneeji)	hat	29
Kumba	P.N.	
kuruye [Ø] (kuruyeeji)	bus	26

- L -

laaɓ V	be clear, be clean	15
laa(n)		
laana [ka] (laaɗe)	boat	11
laar V	look for,look at	3
laarí	look there!	15
laaw		
laawol [ŋgol] (laabi)	road, way	9
laɓ		
laɓi [ki] (laɓɓe)	knife	29
laccir		
lacciri [ndi] ( )	steamed millet	14
ladde [Ø] (laddeeji)	bush, forest	11
lam V	order, command	10
lamɗo[qo] (lamiiɓe)	chief, king	10
lamɗam [ɗam]/lamkal [kal] (kamkon)	salt	14

lamd V		ask, ınquıre	8
	lamdal [ŋgal] ( )	questıon	19
	lamdugol [ŋgol] ( )	askıng	19
lawȷ V		wash [dıshes]	18
leemuna [Ø] (leemunaaȷı)		lıme [fruıt]	7
lekkı (see leq)			
lel V		lıe down, be lyıng, rest	7
lepp V		be wet	15
leq			
	lekkı [kı] (lekkııȷı)	medıcıne, herb	7
	lekkı [kı] (leɗɗe)	tree, shrub	7
	leggal [ŋgal] (leɗɗe)	log. stıck of wood	17
letar [Ø] (letaraaȷı)		letter	24
lew			
	lewru [ndu] (lebbı)	month	26
	lewru koorka	Ramadan	31
ley		under, beneath	18
	leydı [nde] (leyɗe)	ground, earth, countru	18
lıbar [Ø] (lıbaraaȷı)		pound [weıght]	16
lıgg V		work	10
	lıgge [ŋge] ( )	work, ȷob	3
lıı			
	lıŋgu[ŋgu] (lıɗɗı)	fısh	14
lım V		count	40
loo			
	loonde [nde] (looɗe)	ȷar, drınkıng ȷar	18
loot V		wash	17
luɓ V		lend	17
lumb V		cross [a body of water]	40
	lumbın VB	take across [a body of water]	40
luwas V		rent	40

- M -

ma		you (obȷect pronoun)	1
maa		or, one hopes	4
-maa		your (sıngular)	1
	-maaɗa	your (sıngular)	5
maaf			
	maafe [nde] ( )	sauce	14
maam			
	maama / maamırawo [qo] (maamıraaɓe)	grandparent	11
maar			
	maaro [ko]/ maarorı [ndı] (maarooȷı)	rıce	14

maay	V	die	9
maa(y)			
maayo [ŋgo] (maaje)		river	24
maɓɓe		them, theirs	6
-maɓɓe		their	5
maɗɗ	V	be lost	26
makara [Ø] (makaraaji)		corn, maize	29
makko		him/her, his/hers	6
-makko		his/her	3
maŋgasin [Ø] (maŋgasinaaji)		store, shop	24
maŋgo [ŋgo] (maŋgooji)		mango	23
mar	V	keep, raise, hold, domesticate	13
marse [Ø] (marseeji)		market	4
marto [Ø] (martooji)		hammer	29
masoŋ [Ø] (masoŋaaɓe)		mason	12
maw		(adj. root) large	
mawɗo [qo] (mawɓe / mawɗooɓe)		elder, senior, elderly person, chief, boss, headman	10
mawŋgal [ŋgal] ( )		a large one [of [ŋgal]class]	16
mawn	V	be big, grow	
mawna / mawnirawo [qo] (mawniraaɓe)		older sibling	1
mawnit	VB	swagger,assume unjustified importance	18
mecce [Ø] (mecceeji)		trade, profession	30
meeɗ	V	taste, experience, have eve....(with infinitive)	14
-meeɗen (see also -muqen)		of the two of us	5
mem	V	touch	17
meŋ		we, us	3
mesel			
meselal [ŋgal] (mesele)		needle	15
mett	V	embarrass, discomfit, be sore, be difficult	8
mettal [ŋgal] (mettale)		pain, suffering	19
mettit [ɗi] (no singular)		pains, wounds	33
mi		I	1
miɗo		I am ....ing	3
min		I, as for me	3
minen		we, as for us	8
minise [Ø] (miniseeɓe)		carpenter	30
minister [Ø] (ministereeɓe)		minister [governmental]	37
minit [Ø] (minitaaji)		minute	26
miñ			
miña / miñirawo [qo] (miñiraaɓe)		younger sibling	1

mo	him/her/it[of [qo] class]	4
moɗon	you, yours (plural)	6
-moɗon (see also -mon)	your (plural)	4
moƴƴ V	be good	3
moƴƴ	(adj. root) good	3
moƴƴyere [nde] ( )	kindness, goodness	19
mon	you, yours (plural)	5
-mon (see also -moɗon)	your (plural)	4
montor [ø] (montoraaji)	clock, watch	27
moto [ø] (motooji)	motor vehicle	9
moto putu-putu	motorcycle	36
muɗo [ø] (muɗooji)	[variable measure for grains]	20
muk	not at all (emphatic negative particle)	31
mum	him/her, his/hers (the one mentioned)	6
-mum	his/her (of the one mentioned)	5
-muqen (see also meeɗen)	of the two of us	5
mur V	côver [with cloth /blanket]	17
muraadu [ø] (muraaduuji)	position, responsibility, obligation	30
musii		
musiɗɗo [qo] (musiiɓe)	relative	11
muus V	suffer, be ill, hurt, ache	4
muus(o)	(adj. stem) sore, aching	18
muyn V	suckle, breast feed, nurse	17
muynin VB	make to nurse, give the breast to	17

- N -

na	(question particle)	5
na/no (see no/na)		
naat V	enter	11
nab V	take away, carry	8
naf V	be of use	31
nafa[ø] (nafaaji)	utility, convenience	31
nafigi [ø] (nafigiiɓe)	hypocrite	22
nan V	hear	3
nan	(adj. root) left	18
nano	left (from juŋgo nano)	18
naŋg V	seize, catch, hold	17
naq		
nagge [ŋge] (naqi / nai)	cow	13

nayı	four	14
neb		
nebam [ɗam] (nebbe)	oıl, butter	19
nebam nagge	butter	
neɗ		
neɗɗo [qo] (yımɓe)	person	1
neen		
neene /neenırawo [qo] (neenıraaɓe)	mother	1
nel V	send	18
nelaaɗo [qo] (nelaaɓe)	messenger	30
nıɓɓ V	get dark	15
nıı	thus	11
nımonıya	pneumonıa	28
no (see also honno)	how?	1
no/na	ıs ın...., ıs....ıng	4
nodd V	call	17
nof		
nofru [ndu] (hoppı)	ear	7
nogas	twenty	9
non	thus, so, thıs way	11

- Ñ -

ñaam V	eat, spend	10
ñaam	(adȷ. root) rıght (dırectıon)	18
ñaamo	rıght (from ȷuŋgo ñaamo)	18
ñaamrı[ndı] ( )	food, nutrıment	15
ñaamlu V	lend, loan	26
ñaamande[nde] (ñaamaale)	loan, debt	26
ñaaw V	ȷudge, pass ȷudgement	35
ñaawd VB	go to court together, enter ınto lıtıgatıon	35
ñal		
ñalel [ŋgel[(ñale)	calf	16
ñall V	pass/spend the day	2
ñalloma [0] (ñallomaaȷı)	afternoon	8
ñannde/ñande [nde] ( )	day	11
ñaltaarı [nde] (ñaltaaɗe)	afternoon snack	16
ñande (see ñall)		
ñañe		
ñañeru [ndu] (ñañeeȷı)	fıddle	31
ñataa [0] (ñataaȷı)	threepence	14
ñaw V	be sıck	37

ñeɓɓ		
ñeɓɓe [ɗe] (no sıngular)	beans	21
ñıı		
ñıındere [nde] (ñııɗye)	tooth	7
ñıw		
ñıwa [mba] (ñıbbı)	elephant	34
ñoot V	sew	28

- ŋ -

- P -

pad		
padal [ŋgal] (paɗe)	shoe	16
palas [ø] (palasaaȷı)	place, openıng	31
pañe [ø] (pañeeȷı)	basket, contaıner	16
par V	get done, fınısh	16
pasıyon [ø] (pasıyonaaȷı)	restaurant	26
paskı	because	8
Pate	P.N.	21
perekan [ø] (perekanııȷı)	whıte satın	32
pıu	all, all together	16
polıs [ø] (polısaaɓe)	polıceman	12
pomp V	pump	36
pompe [ø] (pompeeȷı)	pump	36
pontu [ø](pontuuȷı)	naıl	29
pootı [ø] (pootııȷı)	pot, can, tın	20
pos [ø] (posııȷı)	pocket	20
posto [ø] (postoȷı)	post offıce	24
puc		
pucu[ŋgu] (pucı)	horse	13
puıɗo (see fuı)		
pullo (see ful)		
pur	for	8

- Q -

qa / -a	you (sıngular)	3
qaɗa	you are ....ıng	4
qan	you (sg.), as for you (sg.)	8
qaa	Ah!	13
qaamıın	amen	2
Qabdul	P.N.	15

qacc V	leave, abandon	10
qaccaaɗum [ɗum] ( )	ınherıtance, thıngs left	19
qadd V	brıng	9
qaddırɗum [ɗum] ( )	carrıer, thıng used to take somethıng away	19
qaduna[Ø] / qadunaru [ndu] ( )	world, thıs world	15
qafer [Ø] (qaferaaȷı)	affaır	35
qaksıdaŋ [Ø] (qaksıdaŋaaȷı)	accıdent	9
qal V	non-exıstent (used only ın the negatıve)	
qalaa / qala	no, not, ıs not	1
qalansara	late afternoon [ca. 4 PM]	18
Qalarba	Wednesday	12
Qalfa	P.N.	
qalkaalı [Ø] (qalkaalııɓe)	vıllage headman, local ȷudge	29
Qalkamıs	Thursday	12
Qalla	Allah, God	2
qalmet [Ø] (qalmetaaȷı)	match	23
qalmu		
qalmuɗo [qo] (qalmuuɓe)	student	26
Qaltıne (see also Teneŋ)	Monday	12
qam	me, mıne	6
-qam / -am	my	3
Qamadu	P.N.	
qambasad [Ø] (qambasadaaȷı)	embassy	24
Qamerıka	Amerıca	11
qameŋ	ours, us	10
-qameŋ	our	5
qan (see qa)		
qand V	know	8
gandal [ŋgal] ( )	knowledge	19
qaparante [Ø] (qaparanteeɓe)	apprentıce	27
qar V	come	2
qardu [ndu] (garlı)	fınal stage of comıng	19
garol [ŋgol] (garı)	a rıval, comıng	19
garooɗum [ɗum] ( )	future, that whıch ıs comıng	19
qart VB	return	
gartal [ŋgal] gartol [ŋgol] (gartaale)	return	19
qartıd VB	return together	19
qartır VB	return brıngıng....	19
qarka [Ø] (qarkaaȷı)	box	27
qasaman [Ø] ( )	sky, heaven	15

qaw	V	sow [seed]	28
qawdi		seed (adjective)	36
qawdu [ndu] (gawli)		seed	36
gawri [ndi] (gawe)		millet, 'couscous'	29
qawa		OK, all right, then, so	1
qayn	V	herd [cattle]	
gaynaako [qo] (qaynaaɓe)		shepherd	3
qe		and, with	1
qeɗen (see also qen)		we two are....ing	4
qeeyi		yes	1
qekol [0] (qekolaaji)		school	2
qen		we two, the two of us	4
qeɗen		we two are.....ing	4
qenen		we two, as for the two of us	8
-qen		(pluralizing suffix)	9
qerpoot [0] (qerpootiiji)		airport	26
qertere [nde] gerte		peanut	22
qesirawo [qo] (qesiraaɓe)		in-law	10
qeskul [0] (qeskulaaji)		school	2
Qibrayma		P.N.	
qil			
qilde [nde] (gile)		hot pepper	18
qimm	V	spring, get up, originate from, be from	11
qin			
qinde [nde] (qinɗe)		name	11
qitt	V	remove, subtract, serve, take out	19
qiw	V	be from, come from	19
qo		he, she, it, this	2
		(Class Pronoun)	5
qomo		he/she is .....ing	4
qon		this (retrospective pronoun)	8
qonñan		that day	12
qontuma		at that time	16
qoya		that [at a distance]	5
qoɗon	(see qon)		
qokk	V	give	
qomo	(see qo)		
qon / -on		you (plural)	3
qoɗon		you (pl.) are ...ing	4
qonon		you (pl.), as for you (pl.)	8
qon	(see qo)		
qonon	(see qon)		

qoto [Ø] (qotooji)	auto	37
qoya (see qo)		
qudd V	close	5
quddit VB	open	5
qujunere [nde] (guluuje) (see also junne)	one thousand	20
qullu		
qullundu [ndu] (gulluuɗi)	cat	13
qust V	reduce, come down [in price or amount]	16

- R -

raɓɓid V	be short	15
ran		
rane	(adj. root) white	13
daneɗum [ɗum] ( )	white [color], white thing	19
rato [Ø] (ratooji)	rake	29
rawa		
rawandu [ndu] (dawaaɗi)	dog	12
reed		
reedu [ndu] (deedi)	stomach	8
rem V	cultivate	10
demowo [qo] (remooɓe)	farmer	10
res V	put away, keep, marry	30
rew V	follow	34
	(adj. root) female	2
debbo [qo] (rewɓe)	woman	2
dewel [ŋgel] ( )	little woman	19
dewgal [ŋgal] (dewle)	marriage, wedding	27
ndewu [ŋgu] ( )	mare	19
rewru [ndu] ( )	bitch	19
riiw V	chase, send away	34
roond V	carry a load	37
rowani	last year	30
rulde (see rull)		
rull V	be cloudy, get cloudy	15
rulde [nde] (dule)	cloud	15
rutt V	turn back, return to base	16

- S -

saa / saq		
saare [nde] (caqe/saareeji)	village	1
saarenawo [qo] (saarenaaɓe)	villager, townsman	11
saabun		
saabunde [nde] (caabune)	soap	18
Saajo	P.N.	35
saaku [ø] (saakuuji)	sack, bag	20
sada [ø] (sadaaji)	unit of measurement	21
safara [ø] (safaraaji)	remedy	28
sagata [ø] sagataaɓe	youth	31
sago [ŋgo] ( )	wish, desire, pleasure	22
sagomaa tan	just as you wish	22
sal V	refuse	12
sala [ø] (salaaji)	bridge	26
salifana	early afternoon	27
salmin V	greet, regard, compliment	7
Samba	P.N.	1
sapp		
sappo [ŋgo] (cappanɗe)	ten	9
sara [ø] (saraaji)	watermelon	21
saysay [ø] (saysayiɓe)	mad, wild, uncontrolled person	22
seeɗa	a little, a bit, some	4
Seeni	P.N. (man or woman)	35
seer V	be expensive, costly	32
seern		
ceerno [qo] (seernooɓe / ceernooɓe)	Koranic teacher	11
seese	softly, gently, easily	34
sell V	be well	4
sent [ø] (sentaaji)	cent	20
seŋ		
seŋgo [ŋgo] (ceŋɗe)	side, edge	18
Seydu	P.N.	
si	if, when	3
si tawo	if, if perchance	10
Sibiti	Saturday	12
sigaret [ø] (segaretiiji)	cigarette	23
sikk V	think	10
siwo [ø] (siwooji)	bucket	20
sobe	seriously	31
sofer [ø] (soferiiɓe)	driver	27
sok V	lock	19
cokirgal [ŋgal] ( )	padlock	19
coktirɗum [ɗum] ( )	key, thing for unlocking	19
sokla [ø] soklaaji)	business, affairs	24
soldar [ø] (soldarooɓe)	soldier	12

sombe [Ø] (sombeeji)	digging stick	29
son		
sondu [ndu] (colli)	bird	34
sondel [ŋgel] (sondelaaji)	candle	28
sooɗ V	buy	13
coggu [ŋgu] (cogguuli)	price	14
soora [Ø] (sorraaji)	chapter, sura	5
sopp V	cut down	29
soras [Ø] (sorasaaji)	orange	34
soyn		
soynde [nde] (coynɗe)	open land	29
subaka [Ø] (subakaaji)	morning, early morning	16
sukaa		
sukaa / sukaaɗo [qo] (sukaaɓe)	child	11
cukayel [ŋgel] (cukayon)	little child	19
sukar [Ø] ( )	sugar	22
sum V	burn	33
sumol [ŋgol] ( )	burn	33
Suŋkari	P.N.	
surnal [Ø] (surnalaaji)	magazine, newspaper	35
suud		
suudu[ndu] (cuudi)	house	9
suuɗ V	hide, cache	35
suus V	be brave	8
cuusal [ŋgal] ( )	bravey, courage	19

- T -

taa- (plus possessive suffix)	own	17
taabul [Ø] (taabulaaji)	table	18
taan		
taanirawo [qo] (taaniraaɓe)	grandchild	11
tabaka [Ø] (tabakaaji)	tobacco	20
taɗɗy V	cut, chop	38
tak		
takko[ko] ( )	vicinity	18
taksi [Ø](taksiiji)	taxi	26
Talata	Tuesday	12
talk		
talkuru [ndu] (talki)	juju, charm, amulet	12
tam V	possess, have, hold	13
tamal [ŋgal] ( )	possession, ownership	19
tamre [nde] ( )	possession(s), things owned	19
tamugol [ŋgol] ( )	owning [the fact of]	19

tamate [Ø] (tamateeji)	tomato	14
tamp V	be tired, get tired	17
tampere [nde] (tampe)	fatigue, suffering	19
tampin VB	tire, cause to get tired	17
tan	only	1
tana	trouble, something wrong	1
taŋka [Ø] (taŋkaaji)	sixpence	17
taransu [Ø] (taransuuji)	shilling	14
tard V	be late	25
tati	three	9
tato	three [of [qo] class]	13
taw V	find	6
tawo	at that time, then, yet	7
si tawo	if perchance	10
tawi	it happened	
te	and	16
tedd V	be heavy	37
teemed		
teemedere [nde] (teemeeɗe)	hundred	20
teeri [Ø] (teeriiɓe)	friend	9
teew		
teew(u)[ŋgu] (tebbuli)	meat, flesh	16
teney [Ø] (teneeji)	palm tree, oil palm	21
Teneŋ (see also Qaltine)	Monday	12
teŋk V	be steady, calm	30
tep	(full)up, to the top	36
teren [Ø] (terenaaji)	train	26
tigi	real, really, even	16
tii		
tiinde [nde] (tiiɗe)	forehead	33
tika [Ø] (tikaaji)	head scarf	29
timtor		
timtorgal [ŋgal] (timtorɗe)	mirror	18
tin V	perceive, sense, understand	16
tinin VB	show how, guide, make to understand	16
to/ton	there, to, at	1
toɓ V	rain	15
toɓal [ŋgal]/ toɓo [ŋgo] (toɓooji)	rain	15
tokos	small (adj. root)	19
tokosel [ŋgel] (tokosun)	small[one],little[one]	19
ton (see to)		
tooñ V	coerce, oppress, offend, be unjust to	17

trakto [ø] (traktooji)		tractor	36
tuma		time, when, when?	2
tut	V	vomit, puke	28
tuuba [ø] (tuubaaji)		trousers, pants	21
tuubaako [ø] (tuubaakooɓe)		European, white man, boss	7

- W -

waal	V	pass/spend the night, lie down	1
baldɗe [ɗe] (no singular)		days [of 24 hours]	26
mbaldi [ndi] (baldɗi)		bed	18
wallin	VB	lay, place, put, cause to lie	18
walt	VB	lie down flat	19
waltin	VB	lay down flat, smooth out	19
waaw	V	be able	10
waɗ	V	do, make, happen	7
wak			
wakande [nde] (bakale)		box, chest	18
wakil	V	endeavor, try	31
waktu [ø] (waktuuji)		time, hour	18
wall	V	help	17
ballal [ŋgal] ( )		aid	19
wallin	(see waal)		
war	V	kill	16
barogal [ŋgal] ( )		larger carnivorous beast	19
barogel [ŋgel] ( )		smaller carnivorous beast	19
mbaroodi [ndi] (barooɗi)		lion	13
wararaare [nde]( )		random carnage	19
warŋgo [ŋgo]( )		killing, carnage	19
wasal			
wasalde [nde] (basalle)		onion	19
way		(exclamation)	39
way	V	be like	22
wayno		it seems, suppose	22
wayl	V	forge, transform	30
baylo [qo] (wayluuɓe)		smith	30
wayr	V	go a long time without...ing	1
wee			
weendu[ndu] (beeli)		lake	29
wel	V	be sweet, pleasing, nice, be sharp	15
welt	VB	be pleased, rejoice	15
weltaare [nde] ( )		pleasure	19

welo [Ø] (welooȷı)			bıcycle	37
weyd		V	be fıne, nıce, beautıful	13
wıı		V	say	3
wınd		V	wrıte	19
	wındurgal [ŋgal] ( )		pen	19
woɗ			(adȷ. root) other	
	goɗɗo [qo] (woɓɓe)		someone [else]	9
	goɗɗum [ɗum] ( )		somethıng [else]	
woɗ		V	to be taboo	
	mboɗɗı [ndı] (bolle)		snake, serpent	13
woɗɗ		V	be far, be at a dıstance	18
	goɗɗoɗum [ɗum] ( )		dıstance, dıstant thıng	19
won		V	be, become, exıst	7
wood		V	have, possess, own	23
wopp		V	throw	39
wor			(adȷ. root) male	
	gorko [qo] (worɓe)		man, male, husband	5
wotaa/ wataa			don't (wıth ımperatıves)	6
wotır [Ø] (wotıraaȷı)			car	27
wott		V	eat lunch	22
	bottaare [nde] (bottaaȷe)		lunch, noon meal	22
woy				
	woyndu [ndu] (boylı)		well	11
wud				
	wudere [nde] (gude)		loın cloth, 'pagne'	17
wuȷ		V	steal	34
	guȷȷo [qo] (wuyɓe)		thıef	34
wul		V	be warm, hot	15
	gulɗum [ɗum] ( )		warmth, warm thıng	19
wulın [Ø] (wulınaaȷı)			wool [cloth]	32
wull		V	cry out ın frıght or sadness	18
wur		V	lıve, be alıve	34
	wuro [ŋgo] (gure)		cattle corral	7
wutte [Ø] (wutteeȷı)			shırt, garment	18

- Y -

-ya			that (demonstratıve suffıx)	5
yaa		V	go	1
	yaad	VB	go wıth	11
	yaadu [ndu] (ȷaalı)		departure, ȷourney	19
	yaarowo [qo] (yaarooɓe)		traveler	19
	yahan	VB	go for [someone]	19

	yahowo [qo] (yahooɓe)	who went	19
	ȷahal [ŋgal] (ȷahe)	travelıng	19
	ȷahol [ŋgol] ( )	goıng [the process]	19
	ñȷahaŋgal [ŋgal] ( )	ȷourney, trıp	19
yaaf V		forgıve	17
yaar [0] (yaaruuȷı)		yard [36 ınches]	32
yakk V		break, spoıl, undo	16
yan V		fall [over]	9
yar V		drınk	5
yas/yası		outsıde, outsıde of	16
yaw V		be fast, quıck	15
	yawnde [nde] (ȷaawlı)	quıckness, speed	19
	yawn VB	be fast	15
	yawın VB	accelerate	15
	yawnın VB	accelerate	15
yawt V		pass, exceed, pass by	12
	yawtuɗo[qo] ( )	past, who/whıch passes	12
yeɗɗyıt V		forget	24
yees			
	yeeso [ŋgo])ȷeese)	front	18
yewt V		chat, converse	13
	yewtere [nde] (ȷewte)	conversatıon, chat	30
yey V		sell	9
yıɗ V		want, lıke	5
	ȷıɗal [ŋgal] ( )	heart's desıre, obȷect of wantıng	19
	ȷıɗgol [ŋgol] ( )	wantıng, lıkıng	19
yıı V		see	1
	yııd VB	see one another	8
yımɓe (see neɗɗo)			
yıt			
	yıtere [nde] (gıte)	eye	7
yo		may [he, etc], let [hım, etc.]	2
yoɓ V		pay	16
	ñȷoɓdo [ndı] (ȷoɓɗı)	payment	39
yomb			
	ȷombaaȷo [qo] (yombaaɓe)	brıde, groom	30
Yompa		P.N.	
yon V		be enough, suffıcıent	14
yont			
	yontere [nde] (ȷonte)	week	26
yoor V		dry up	38
Yoro		P.N.	

yott	V	reach, arrive at	18
yurmin	VB	have pity on, sympathize with	35

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